



Money, money, money...

A good deal of water is due to flow under the bridge before the teachers' pay claim (front page) receives a definitive answer. The Burnham Committee meets next week for the first of what are likely to be a series of meetings stretching on to the end of March 1978 when the present Phase II agreement is due to be replaced by one negotiated under "the orderly return to collective bargaining".

... and not a drop to drink

Everyone knows that local authorities have been given £7m to spend on in-service training of teachers. Mrs Shirley Williams has been going on and on about it. About how she gave them all that money last year and they've gone and spent it on heaven knows what else. But now, it seems, she may be mistaken. No one knows what is happening to the cash, least of all Mrs Williams. The Department of Education cannot clear this up.

Conservative but radical

In last week's Commons education debate, Mr Norman St John-Stevas expressed the Conservative view that authorities must obey the law. Although some 16.5 have plainly expressed for some time their opposition to the Conservative Government's delaying tactics, he has come out as he did at the Conservative conference last month, to acknowledge that the comprehensive model will be the prevailing form of secondary education, while maintaining a discreet ambiguity about the preservation of grammar schools and promising a reopened direct grant list.

James Douglas on a new study of what the consumers

Parents' eye view

John and Elizabeth Newson believe that there are aspects of children's educational experience that can be understood only by going into the homes and listening to their parents. Their latest book, Perspectives on School at Seven Years Old, based on the well-known study of 700 Nottingham children, does just this. It records what mothers say when interviewed—mostly nice middle class wives—talk to them about the education and attitudes of their seven-year-old children. Here, those professionally involved in education can see themselves as their pupils' mothers perceive them.

Letters to the Editor

Choice row splits Labour

William's proposals for a law to give parents a choice of schools to which their children should be sent. They believe that a law which strengthened parental choice could lead to better schools.

No it doesn't, says Mrs Ber...

Sir—Your editorial and report last week may have given the mistaken impression that the Labour Party is split between those who favour parental choice in education and those who oppose it. Mrs Williams' proposals would be that the Party as a whole favours as much parental choice as is possible within an equitable system of admissions to all schools.

Maths teaching: keep it practical

Sir—I would like to register my approval of the inclusion of numerical given by John Maddox in Science Diary (November 4). I certainly agree that the two essential ingredients are the "good guess" and the ability to grasp new techniques. As a lecturer in Further Education I find both sadly lacking in our 16-year-olds. The best way of teaching good estimation is by practical experience—few of them come with a mental picture of the units used. Since the subject is a programme packs of sugar I am less

Abolish Burnham Casey



Terry Casey: disillusioned

Terry Casey, general secretary of the NAS/DWT, called this week the abolition of the Burnham Committee and the scrapping of the Remuneration of Teachers Act. Casey wanted teachers' salaries to be negotiated by a Whitley-type body like that for civil servants, but Burnham is administering the DES. "We would be prepared to pay pro rata for the size of teacher unions but no organization should have an overall monopoly because this would wreck compromise."

Unions hedge on pay

restored the value of the Houghton award which was a Government-approved attempt to restore the relative position of teachers and to help put up with the ravages of inflation. The NUT claim will include: Restoration of lost increments (teachers earning more than £8,500 did not qualify for a £312 increase and increments last year); Protection against inflation in the future; A single salary spine; Guaranteed safeguarding of pay during redeployment; Second master-mistress posts in group 4 schools.

Whose turn to feel the pinch?

Local authorities will be told next week how much money they are to get from central government for next year's budgets. The latter could be a background to this year and the prospect for the large "shire" counties is the largest local authority services, and is most affected by the slow and distribution rate support grant.

Green light for CEE study

by Bob Doe

The Certificate of Extended Education took a small step forward this week. The Education Secretary, Mr Shirley Williams, has decided to set up a small group to study this concept. The group will be headed by the Department of Education and Science by the Schools Council eighteen months ago. Mrs Williams also announced that the pilot CEE schemes already operating in a number of English and Welsh schools will be allowed to continue for another two years to 1979.

Outlook may be gloomy for RE

A gloomy picture of the future of religious education is expected to emerge from a report by the Religious Education Council later this month. The report will point out that by 1981 fewer than half of the 128 departments of religious education in existence in colleges in 1971 will remain. And although DES projections are that the percentage of RE specialists will be 5.5 per cent of the teaching force by 1981 compared with 4.1 per cent three years ago, the percentage of non-specialist teachers who take one or two periods a week is expected to decrease.

Teachers refuse to give race data

About 14 schools are being asked to help HM inspectors in devising a form that can be used for collecting statistics on ethnic minority groups in schools.

Teachers refuse to give race data

There is strong support for the CEE in the open-access sixth forms. Among those encouraged by the announcement were the Association of Principals of Sixth Form Colleges. While there's life there's hope, said their official spokesman, Mr John Glazier, Principal of South East Essex Sixth Form College.

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Chalk dust settles in among the cogwheels

Striking new data on the way educational systems may be influencing modern industry has reached a handful of management scientists and teachers in Britain. It suggests tentatively that education is among the principal factors which determine the way factories are run.

Research teams studied apparently identical enterprises in the two countries, both engaged in making leather goods. They found that, although the same processes were used, there were big differences in the way the factories were organized, and in the roles and relationships of those working in them.

by Mark Jackson

Meanwhile, the agency is worried that the as yet unconfirmed findings of the EEC study may start a premature controversy among British educationists and sociologists. The attraction in which the data points would be particularly unpalatable to the many who have been influenced by Marx.

Minders mindful of their image

Local groups of childminders from all over the United Kingdom will meet in Birmingham in December to form a national association. About 80 groups have expressed concern at the present negative image of childminding and the low standards of care that this image implies.

Training probe

Jobfinding and training services throughout Britain are to be investigated by a Commons committee. It will be concerned with their effectiveness in combating youth unemployment.

Taylor talks 'too hasty' say the councillors

The Department of Education and Science was attacked this week by councillors for its 'hasty and token consultations' on the Taylor report on school governors.

The Association of Metropolitan Authorities complained that it had been given less than a month to comment on proposed fundamental changes in law and practice.

Second union hits county

Bedfordshire schools, hit on Tuesday by a half-day strike by 2,500 members of the National Union of Teachers, face a new threat of militant action from another union.

Choirboy of the year

Choirboy of the year, aged 12, takes a light hearted view of the Chloisters' award for his Holy Trinity with Cleeve, Wiltshire, vicar.

ILEA standards at their highest

Educational standards in London schools are many schools—by reasoning tests taken by year-olds—at their highest in 10 years.

Death on a Surrey road brings into question the regulations governing part-time employment of children.

Moonlighting laws leave children and I.e.a.s in the dark

When a 14-year-old Surrey schoolgirl was killed in a mini-bus crash last week, on her way home from an allegedly illegal part-time cleaning job, her death did at least serve as a reminder that there are laws to be observed about the employment of children under the school-leaving age.

With the Christmas holiday job season approaching, added to the constant teenage search for Saturday and evening work, it is clear that parents, employers and children need to know the ground rules.

An added complication is that employment of children is normally regulated by two officers, who are usually within the education department, but administered in Whitehall by the Department of Health and Social Security.

Fees may be waived for 50,000 students

Nearly 75 per cent of the overseas students studying in Britain will have their fees waived from 1979 if the Government's new £120m package to aid poorer foreign students wins Cabinet backing.

At least 50,000 of the 68,000 foreign students expected to take up places at universities and colleges in the 1979-80 academic session will be eligible for fee exemption under the latest set of proposals now under consideration by two special Cabinet subcommittees, the Department of Education and Science, the Ministry of Overseas Development and the Foreign and Commonwealth Office.

NUT 'delighted' by £30,000 in-service probe

Britain's biggest teacher union gave an enthusiastic welcome this week to the announcement that the Government is to sponsor a £30,000 research project over two-and-a-half years into school-based in-service training.

The National Union of Teachers is delighted at this attention to what was preferred to call school-focused in-service training, said Mr Alan Evans, senior education official.

Director of the school-based INSET project will be Dr Ray Bolam, research fellow at Bristol University School of Education and national evaluator of the Government-sponsored schemes of induction for probationers.

Research costing £23,000 over two years will also start into the in-service BED degree.

War of words against Front

Two campaigns are being launched this week to counter the influence of the National Front in schools.

Mr Toby Brown, deputy president of the union, said it would be handing out leaflets to attack the ideas put forward in the Young National Front's newsletter, Bulldog.

College merger gets go-ahead

Coventry City Council has at last agreed that Coventry College of Education should merge with Warwick University.

The council's decision on Tuesday was based on the recommendation of its education committee.

O to flee from England

For every youth in England hears one morning in despair that initiative is doomed too bold and he must do what he is told by civil servants and the old, from Whitehall's mould.

Speaking last month about the administration of the Government's Youth Opportunities Programme—or package of youth unemployment measures—Shirley Williams said "the real energy cells of the enterprise, finding willing employers or voluntary bodies" would be the area boards and local committees.

Three cheers for the Secretary of State. I agree with her fully. Unfortunately, the Manpower Services Commission and its chairman, Richard O'Brien, do not.

The area boards will have officers whose task it will be to "link" with local authorities, with a host of voluntary organizations and workers, and perhaps even with young people themselves.

PERSONAL COLUMN

Gery Fowler ... and no cheers for MSC

In behalf of the I.e.a.s. that those which are represented (by no means all) shall "normally" be represented by their chief education officers.

The area boards will have officers whose task it will be to "link" with local authorities, with a host of voluntary organizations and workers, and perhaps even with young people themselves.

Strangely, the MSC's own Holland report, the origin of the whole programme, suggested an administrative system quite unlike that now adopted by the commission.

Young people should participate in some way in running of the programme. Holland; but MSC copies of the report are left for itself.

The problem is that it is time-consuming and surely it is much better if it is left to the officials, responsible to the most important to be consulted at all.

The intention at the time of the 1973 Act was that regulations laid down by the Secretary of State for Health and Social Security should replace, or consolidate, all the different local authority bylaws controlling specific conditions of employment.

The National Union of Students today launches its long overdue drive to improve the lot of students in what have been described as the "third world" colleges.

So far so good. But the Employment of Children Act leaves a number of gaps to be filled in by by-laws or regulations, notably the number of hours that might be worked on Saturdays or during holidays, and the proscription of occupations considered unsuitable.

However, this has not led to the hoped-for uniformity, to the regard of some educational welfare officers who see under-age jobs as cycling down the road for a job in the neighbouring authority where the rules may be more lax.

But the DHSS circulated the draft legislation as a guideline.

Part of the answer lies in the repeated call for the removal of education and training subject to direct control by the State, but in a "bureaucracy" of inspectors, bureaucrats and inspectors.

The NUS initiative succeeds, FE students will have automatic membership of the union, a "reasonable" fee paid by their local education authority, union meetings in class time and an end to over-involvement by staff including, in some cases, the college principal as union president.

Exemption can be made for children under 13 doing a little light agricultural work for parent or guardian, and there are special provisions under the Children and Young Persons Act of 1963 about children under 16 taking part in public performances.

The school need not be brought into this transaction, but in practice the application forms will be issued by the education department and sometimes by the school, and it is unlikely that all the children in search of jobs will even know they need a form unless the school tells them about it.

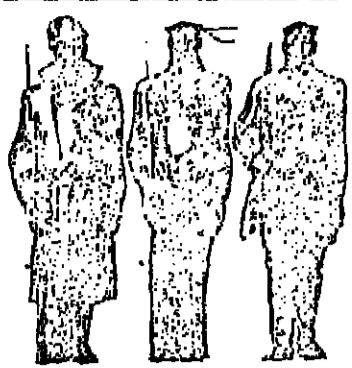
If the I.e.a.s. discovers that a child being employed without permission, or without observing the proper conditions, either the parent or the employer may be prosecuted.

At the least NUS conference vehement criticism of the union from FE delegates for neglecting the small colleges culminated in a successful vote of censure against the Secretary of State's proposals.

The NUS argument for automatic membership—meaning a closed shop—is that in order to provide the range of facilities now consid-

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THE TAYLOR REPORT

## Put these vandals in the 'cooler'

Head Teachers are demanding tougher laws to deal with disruptive children. They want them to be sentenced to at least 14 days in a special unit for unruly pupils. And they want every local authority to have one.



Readers' revel: Children gather inside Stockport Central Library to greet the start of Greater Manchester's Book Festival.

## Lives of tongue-tied wrecked

Too many children who have severe speech and language disorders end up in schools for the mentally subnormal, according to a survey published this week.

## Deaf ear turned to pleas for better equipped leavers

Standards of language and reading are unnecessarily low and some teachers seem immune to cries from employers and universities that school leavers are badly equipped for the world.

## Welsh take over the admin

Responsibility for all higher and further education in Wales outside the universities will be transferred from the Department of Education and Science to the Welsh Secretary on April 1.

## Firms told not to rely on training handouts

The Manpower Service Commission urged employers not to come to rely on training being done at public expense.

## Girls overtake the boys in unemployment stakes

Estimates suggest that unemployment among 16 and 17-year-olds is now worse than among boys the same age. Until this year it has always been a higher percentage of the boys on the unemployment register.

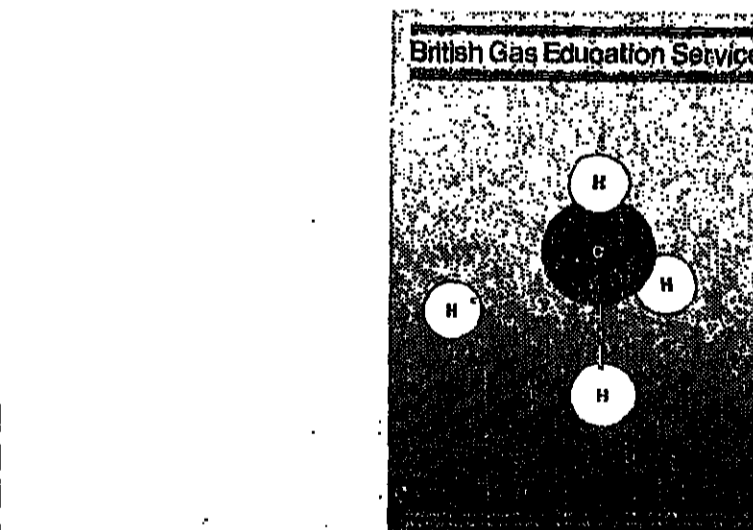
## Jobs plan to top £200m

In an analysis of the effects of unemployment, the commission says that its recent surveys indicate that young people get as depressed about being out of work as any other group of unemployed.

## Qualifications count-report

Unemployed young people stand a far better chance of getting jobs if they have some sort of educational qualification, according to a national survey of the unemployed.

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Table with 4 columns: Age Group, July 1975, January 1976, July 1977. Rows include 16-17, 18-19, 20-24, 25-29, 30-39, 40-49, 50-59, 60 and over, and All ages.

More for some in l.e.a. budgets

Wide discrepancies in amounts of money per pupil by local education authorities are revealed in a new study of local government by the National Consumer Council.



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**THE TIMES EDUCATIONAL SUPPLEMENT**



Paddington Bear on Platform 8 on Sunday to celebrate the first birthday of the "Make It Grow" Club, formed by Action Research for the Crippled Child.

**Service boarders could fill empty l.e.a. beds**

Local authority boarding schools which are closing down because of a falling birth rate could be transformed into boarding houses for service children. The idea was put forward by the Labour Party in its recent manifesto. It would allow local authority boarding schools to take in children of service men and women who are separated from their families. The idea would also allow local authority boarding schools to take in children of service men and women who are separated from their families. The idea would also allow local authority boarding schools to take in children of service men and women who are separated from their families.

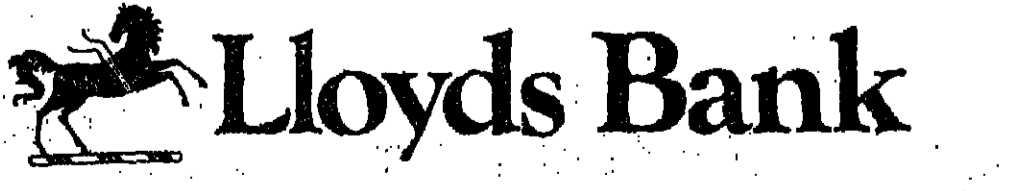
**In brief**  
**Engineering grants**  
The Department of Education and Science is offering scholarships to help engineering students through university. About 100 grants will be available every year for students planning to read honours degrees in mechanical engineering.  
**Environment drive**  
A new drive to get more school students and youth groups involved in action on environmental issues has just been launched. Youth Environmental Action, which already coordinates the activities of school groups round the country, has received grants enabling it to expand its work. It offers general ideas, advice and encouragement in local groups, with campaigns in London and a regular newsletter. Talks and visits can be arranged. Information from Stephen Joseph, 173 Archway Road, London.  
**International exam**  
Nelson and Colne College, Lancashire, is to offer a two-year international Baccalaureate certificate in A level. The IB is a school-leaving examination accepted for matriculation purposes in the United Kingdom and more than 40 countries. All candidates are taught a common syllabus with the aim of reducing language and foreign language difficulties encountered by children who have to move from one school or college to another.  
**Plowden visit**  
Lord Plowden, chairman of the Central Advisory Council for Education, is to attend a one-day conference on the international conference of primary school teachers and advisers "Growing up in Europe", University of Sheffield, April 9-16. The conference, arranged by the European Association of Teachers, will include discussions on language and foreign language difficulties, new maths and environmental studies.

**Sacked teacher to battle on**

By Bert Lodge  
Miss Judith Notman, 51, has been sacked from her job as headmistress of the Jewish Sabbath school in Newham. The school is now being run by a group of parents and a committee of lay members. Miss Notman has been sacked because of her refusal to accept the school's new management structure. She has now started legal action against the school's new management structure. She has now started legal action against the school's new management structure. She has now started legal action against the school's new management structure.

**'Investing in the future'. Your pupils are invited to air their views.**

Entry forms are now being distributed for a public speaking contest for schools. Organised by the British Junior Chamber in association with Lloyds Bank, the theme is 'Investing in the Future'.  
**Two age groups.**  
The contest will be run in separate groups for under 16s and under 19s. It is open to all schools and colleges of education in England, Wales and Northern Ireland.  
The aim of the contest is to encourage young people to develop the spoken word as an effective means of communication.  
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**THE TIMES EDUCATIONAL SUPPLEMENT**

## Sports Council seek peace in the hills

by Stanley Levenson

The schism in the mountaineering world has widened and could get even worse before it gets better. In any event the management committee of the British Mountaineering Council meets next Wednesday to discuss an invitation to attend peace talks at the Sports Council on November 21. It is almost certain that they will agree to a round table meeting.

Since the long simmering row exploded into public view a few weeks ago each side in the dispute has gained, or lost, adherents.

The council says it has the support of the Central Council of Physical Recreation, the Ramblers Association, the Youth Hostels Association and the National Caving Association among others.

In the other corner the Mountain Leader Training Board, headed by Sir Jack Longland, has the support of the Sports Council and last week gained the backing of the National Association for Outdoor Education.

Most of the trouble arises from a disagreement between the council and the training board over the certificate issued to those who successfully passed through the mountain leadership training scheme. A report prepared under the chairmanship of Lord Hunt recommended that the name of the scheme be changed to indicate its limited value and that the council should be responsible overall for training. Up to then the council had provided all the services for the board.

Sir Jack and his colleagues resisted these proposals. The council sacked him and set up a new body, the Mountain Training Board, under the chairmanship of Dr Will Butler, a cancer research expert. At which point the Longland board was offered a refuge at Sports Council headquarters and the council cut its grant to them.

The National Association for Outdoor Education has thrown its lot with Sir Jack whose organization, it says, "gives promise of being more oriented towards education purposes." The chairman, Mr Peter Pitt, regional outdoor education adviser for Lothian, says it is regrettable that there are two training boards.

Whatever solution is arrived at must take more account of the needs of the education service. His association, having rejected an invitation to join the Butler board, may decide, early next month, to send observers to its meetings.

For teachers concerned with taking school parties into hill country all this may sound rather puzzling, but the fact is that most experts agree that the Mountain Leadership Training Board certificate acknowledges only technical competence, not leadership ability in all types of terrain.

## Middle class scoop pools

Young people are put off away recreational pursuits according to a report on recreation in inner urban areas published by the Department of the Environment last week.

The general attitude is summed up by an unnamed project in the last paragraph: "If you go to kids and ask what they have for their leisure they are devoid of ideas. They never been asked before, not used to being listened to, don't trust you."

The report emphasizes the importance of the peer group of young people and criticizes the lack of opportunities for them to socialize without being threatened and disturbed.

Youngsters from immigrant areas were largely ignored in the survey. Their views were canvassed only through more formal channels such as swimming pools.

On the whole the report paints a gloomy picture. Its main complaint is that "inner city recreational facilities" which were built for the community as a whole, became the preserve of the better off middle classes. This has caused much resentment in local communities.

Local authorities, it says, should find other ways of running their existing neighbourhood buildings such as halls, schools and parks which could be better used.

*Recreation and Deprivation in Inner Urban Areas. HMSO, £1.50.*

## First big test for schools water polo

The first fruits of six years' hard labour by a group of enthusiastic teachers will be tested at Sharston Pool, Manchester, tomorrow when the first national schools water polo championships take place.

In 1971 Mr Trevor Hyde, of Ealing Green School, London, began a London-based league with the support of other teachers. They were responding to a call by the Amateur Swimming Association to improve water polo standards in Britain by trying to "catch 'em young".

Now, under the aegis of the English Schools' Swimming Association, the first big test has at last been reached.

A Manchester school, Plant Hill High, are favourites to win the under-16 event, having won the ASA under-16 title earlier in the year. Plant Hill play Brooks Bank School, EHam, Halifax, in one of the semi-finals, and Bedford Modern oppose Abbey School, London, in the other.

Plant Hill are also in the under-19 competition, opposing Royal Grammar School, Newcastle, and Bedford Modern also make a second appearance when they play Whitgift School, Croydon, Surrey.

Both school championships mark the end of a busy six weeks in the school swimming world, the high point of which was the individual championship in Coventry at the end of October where, as usual, there were a number of sparkling performances.

The girl who stole the show was 12-year-old Jane Parry, of Whitley Counry School, Ellesmere Port, Cheshire. She won the junior 100 metres freestyle in an age group record of 61.2sec, the second half of what is probably a mile double. For in July she had won the junior sprint in the school athletics championships at Leamington. Cheryl Brazendale of Leamington School, Blackpool, the top girl, took less than a minute to win the freestyle sprint. She became the first sub-minute sprinter in a school event, when she clocked 59.9sec at Coventry.

Joy Beasley, the Olympic swimmer from Furze School, Halesowen, won the backstroke title for the third time and then saw her younger sister, Linda, win the junior version.

There was an unexpected result in the senior butterfly, where Jennifer (St Mary's Grammar School, Northwood, Middlesex), the current bronze medalist, was not enough after an attack of tonsillitis to concede to Liz Taylor (West Park College, Watley).

The outstanding boy swimmer was Richard Burrell (King Edward VI School, Southampton) in the freestyle, and Paul Sparks (Earlfield High School, London) in the medley, each winning for the third year.

One significant general development was the increased success of swimmers from the south-west, just Millfield School, who won titles and two team prizes.



Cheryl Brazendale: sprinter.

Runners get £2,000 scholarships

Josephine White, Britain's outstanding young 800 metres runner, and Peter Litzia, one of the most talented sprinters of recent years, have each been given an £2000 scholarship worth £2,000 a year, between now and the 1980 Moscow Games, to help them in their preparations.

Mrs White, from Benstead, Surrey, became a member of the senior international team after an excellent season in which she set several records, including the senior 1,000 metres.

Lizita, the Amateur Athletics Association junior 500 and 200 metres champion, who is also a good long jumper, has been at Cris-mout High School, Edinburgh.

**THE BOOKSMITH**

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# More of a screen than a barrier?

Given that, in Crosland's words, abolition of the public schools would be "out of tune with the temper of the country", as well as contrary to the European Convention of Human Rights, we must find some way of bridging the chasm between the two sectors.

The abolition of the grammar and direct grant schools has strengthened the independent sector. Paradoxically, the search for equality within the state sector has led to greater inequality between the state and independent sectors. As Anthony Crosland commented in *The Future of Socialism* more than 20 years ago:

"It would, moreover, be absurd from a socialist point of view to close down the grammar schools, while leaving the public schools still holding their present commanding position. It is curious that socialists, so often blind to the question of the public schools, should fail to see that 'parity of esteem' within the State sector, combined with a continuation of independent schools outside, will actually increase the disparity of esteem in the system as a whole."

With the debate about the 11-plus now sealed by the 1976 Education Act, there is a ball in which, forgetting doctrinaire slogans of left or right, we can attempt to secure a consensus in secondary education.

Everybody knows, parents most of all, that wide swings in policy-making are harmful to schools. This does not mean that education should not be a matter of debate between the parties, but that, in the words of Lord Alexander, "major changes in the organization of education cannot take place merely because there is a change of political power, either at central government or at local government level." This principle has been ignored over the last decade, to the detriment of us all.

How is a new consensus to be constructed? The Right must accept that the comprehensive system is here to stay; the Left that within a comprehensive system there must be greater flexibility if we are to give a satisfactory education to our children. From this point of view, however, the 1976 Act leads not to a consensus, but to a cul-de-sac.

Since the passage of the Act, Shirley Williams has already stated publicly that comprehensive schools have not yet proved that they can deal with the most able pupils, and Harry Judge, a former field high school, London, in the middle, each winning for the third year.

This view is reflected in the teaching profession, as shown by the survey published in the *Times Educational Supplement* (September 2), which indicated that secondary school teachers were generally disillusioned. The poll confirmed what many already knew from normal talk within the profession; that teachers believe large secondary schools are a mistake (86 per cent), that standards of work and discipline have declined, and that there is a need for the better provision for able children which used to be provided by the grammar schools (72 per cent).

Similar views were revealed a fortnight later in a British Market Research Survey conducted for the NAS/UWT. This survey, while it found no condemnation of the comprehensive principle as such, disclosed the same worries about size, and discipline: 80 per cent of classroom teachers thought that discipline was worse, and 54 per cent that academic standards had declined (as against only 20 per cent who thought they had improved).

The present structure of secondary education incorporates three injustices which many will find intolerable in a supposedly fair society. The first injustice is that, far from abolishing selection, the 1976 Act allows selection by ability to be replaced by selection by neighbourhood. There is no reason to believe that

this latter form of selection is either more efficient or more just than the former. It is, surely, even more indefensible that children's futures should be determined by the income of their parents, or by the housing estate in which they live, than by their ability.

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Anything else will fail to encourage the able children, and will discourage the less able by holding out to them a standard which will be forever beyond their reach. David Holbrook argued in 1961 that "so much public discourse on education seems irrelevant because the people carrying it out simply do not know the 'low stream' child". Bertrand Russell, whose knowledge of the low stream child was not great either, nevertheless described it as the ultimate cruelty to educate the unintelligent and unintelligent in the same room.

How can these defects in the current system be remedied? Our basic proposal is simple. It is so to amend the 1976 Education Act that selection by ability is prohibited not throughout the secondary stage, but only up to the age of fourteen. This would restore to local authorities the freedom to decide for themselves the best pattern for the 14-18 age group.

It would not prevent those which wished to do so from continuing to provide all-through 11-18 comprehensive schools where these suited the needs of a particular area; nor would it compel LEAs to adopt a policy of selection. No one should seek to impose a uniform orthodoxy right across the country, but because the degree of certainty necessary for the imposition of such an orthodoxy cannot be attained; and because local option is itself a positive good.

To choose the age of 14 is no doubt arbitrary. It is not, however, a compromise, but a choice which can be justified. Most educationists would agree that all children at the age of 11 should be studying the same subjects, but that by the age of 16 there should be some diversity. It is at about the age of 14 that teachers are beginning to be clear which pupils will be able to master a second foreign language, which students have an aptitude for maths, and which students are more suitable for courses involving a technological or mechanical element.

Up to the age of 14, therefore, it is reasonable to require adherence to a more-or-less common curriculum in which the central items must be a training in basic literacy and numeracy. After that age, a more diversified curriculum is needed to serve the particular talents and abilities that different pupils are beginning to reveal.

It may be that for economic and staffing reasons not every school will be able to provide every subject which pupils over 14 need to study. That is the basic case for schools specialising, so that one may have particular facilities and teaching staff for music, another for advanced maths, and so on. But the corollary of the specialized school must be some degree of choice for the parents of 14-year-olds as to which school they should attend.

Such a choice would differ considerably from the old 11-plus. That examination was based upon a static view of human development, according to which, by the age of 11, children could be labelled as academic or non-academic. Our present proposal is different. It is based not upon the desire to label children, but upon the needs of the curriculum.

Moreover, it does not have the rigidity and inflexibility of the old 11-plus. Choices and decisions made at the age of 14 need not have a permanent character. There must be flexible and assured transfer between courses if pupils develop new talents after the age of 14, for no system is good enough if it does not take account of the unexpectedness of human behaviour and development. Choice at 14 must be a screen, not a barrier.

Comprehensive reorganization has been enormously expensive. The present proposal is not. It would allow secondary education to develop in accordance with existing buildings. The process of comprehensive reorganization has been severely harmed by having to cope, at a time of financial stringency, with split.

Continued on next page



No looking back to the selective days for the pupils at Ecclesfield Comprehensive School in Sheffield. More pictures and a report by Gerald Halgh overleaf.

Continued from previous page

site amalgamations and other hybrid—schools in which the necessary unity of feeling is extremely difficult to attain.

In many areas, the division of education provision between two or three schools suits the constraints imposed by existing buildings far better than the all-through comprehensive. Where over-large schools on several sites have not been a success the more flexible approach to education after 14 would allow division into separate smaller units. In particular, it would be possible to provide a reasonably sized sixth form, without expanding the size of the school beyond manageable proportions.

This form of organization would constitute a viable alternative to the sixth-form college or tertiary college, and serve as a reassurance to those who are sceptical about the value of these ways of organizing sixth-form education. It would in particular avoid the need to impose a new form of organization solely on financial grounds.

The alternative in our proposal is not the status quo, but a reorganization of post-16 education. The downturn in school numbers will compel many authorities to rationalize sixth-form provision. Already the Permanent Secretary at the DES has argued for post-16 education to be concentrated in colleges of further education.

If this were to be the pattern of the future, it would mean the end of the traditional sixth form, and yet another reorganization of secondary education. Our proposal is that we build upon what we already have, and in the process rescue

sixth-form education, and the academic values that are associated with it, from its present decline.

The fall in the birth-rate means that all schools will have fewer pupils in the 1980s, or that some schools will close down. With spare places likely to be available in the maintained sector, this is a crucial moment for one last attempt to bring together state schools and independent schools.

New calculations on numbers and hard decisions about closures will have to be made anyway. If we are ever going to make our private schools more widely available, we must decide that now, and take it into account in our planning.

It is striking that, at a time of almost unparalleled inflation, in an age where egalitarianism has had the upper hand, the public schools should be prospering. Figures for this year show that, far from declining dramatically, the independent sector has actually increased in size through the difficult years of inflation. This requires some explanation.

It is not enough to say that the figures, closely read, show that the increase is in day pupils rather than boarders, or that there are more foreign nationals than there were. Both statements are true, but are of marginal importance.

If—as may happen with a continuation of inflation and high taxation—the numbers in independent schools are seen to decline in the next year or two, that too will prove little, it is only what is to be expected; it remains astonishing that it did not happen earlier and on a much more massive scale.

Most of the boys' independent public schools are considerably bigger than they were twenty years ago, and after the expansion of the sixties, they could shrink in numbers quite considerably, without going out of business or becoming recognizably different.

Two factors principally account for their surprisingly good state of health. The first is that they are seen in the public eye to have maintained—not perfectly, but none the less creditably—those standards of work and behaviour which the media have revealed to be lacking in some maintained schools. This has encouraged the traditional customers of public schools to maintain their allegiance.

The second factor may be more significant. The independent schools are finding a new clientele. One public school head calculated that half the applicants he saw in 1976 were parents who themselves had not been educated privately. In almost every case they made the decision to go for independent schooling for their sons, because they were unhappy with what they saw of their local comprehensive.

The public schools in the last century adapted sufficiently well to changing needs to create a new constituency for themselves in each generation. Ironically, the destruction of the grammar school system has brought them thousands of refugees from reorganization. Left to itself, therefore, the independent sector will survive. If we are right that abolition by law is contrary to the temper of the majority in this country, there remain two possible alternatives.

The first is to leave matters as they

are. This laissez-faire approach appears to be the one which the conservative administration should take. The trouble is that it leaves the divided educationally into the two camps.

While the grammar schools and especially while the day schools existed, the best academic provision was available, on merit, to those who could benefit from it. In various reasons be inadequate, the alternative offer of a place in a good independent boarding school would be a common sense solution.

There are heads of comprehensive schools who would resent losing children to other schools at 14, but who would rather see their ablest pupils going to a school than see them go to a tertiary further education college where they are plunged into a different ethos. Second, independent schools have an important role in providing for certain special needs. The need to cultivate the special talents, for instance in mathematics, languages, or individual pupils is generally admitted. If the solution to our problems is that some schools will be encouraged to specialize in these fields, the same time as providing a broad general education) some independent schools could be included.

It would be easy, and probably cheaper, to make use of a school already outstanding in its language teaching, than to build the necessary expertise from a lower level. It is common sense to use those we already have. And what is true of academic specialisms could also be extended to

other special skills like music, or special needs like dyslexia.

Third, the maintained system has never coped well with boarding need. At present boarding houses are being closed in many schools at a time when all the signs point to an upsurge in future demand. Even the Public Schools Commission of 1968, which was largely hostile to independent schools, identified twenty different categories of boarding need, of which "a more intensive type of education" was one.

We now have increasing mobility within this country, and an expansion of short-term assignments abroad. With what are probably the best boarding schools in the world on the doorstep, we ought to use them for those who need them.

The financial obstacles in the way of bringing the two systems together need not be insuperable. The independent schools, after the withdrawal of support from the direct grant schools, would naturally be wary of any contract with the government which could be revoked for purely political reasons. Any arrangement would have to have a great measure of all-party support.

The arrangement would also have to be financed centrally rather than by local authorities, for recent experience has shown the differences of view between one local authority and another. If the country as a whole was to make use of independent schools, then in equity they should be open to all, not just those living in areas whose local political rulers wanted to make use of them.

In following the lead of Australia and

New Zealand, where there is practical co-operation between government and independent schools, we do not need to imitate their complicated financial arrangements. Capitation grants, part-payment of teachers' salaries, help with capital expenditure, all require bureaucratic activity we would rather dispense with.

Even the assisted places scheme unveiled by the Shadow Minister for Education last month is not without a strand or two of red tape. Central funds, available direct to the parents of pupils involved, and not dependent, therefore, on the political whims of local party politicians, would be the best solution.

Such a scheme has the advantage that it already exists, and works, in a part of the United Kingdom. In Northern Ireland, any pupil passing the selection exam at eleven and choosing an independent school qualifies for a grant or scholarship which he retains as long as his progress and attainment are satisfactory. These scholarships vary in size according to the fees paid or school, and there is a parental contribution.

The scheme has the merit of simplicity. It could not be adopted in Great Britain as it stands. In particular, it would be awarded not on one exam, but to those who needed, or wanted, in choose, a fee-paying school at 14 or 16 and could show that they would benefit from it. It would vary according to means up to the value of full fees if necessary, so that no pupils were debarred by financial reasons from going to whatever school was most suitable for their aptitudes and talents.

# Same but different

Gerald Haigh visits a school which, after ten years as a comprehensive, can boast academic results comparable to the grammar school formerly on the same site

In 1955, when I left Ecclesfield Grammar School, just north of Sheffield, it was a three-form entry selective school of about five hundred pupils. Last month, when I visited it, I found a twelve-form entry comprehensive of just over two thousand.

Not an unfamiliar story, of course, and one which over the past years has generated much heat and many an emotive slogan. The sheer magnitude of this particular change convinced me before I went that to search the new school even for traces of the old, let alone to seek for recognizable traditions and practices, would be meaningless and distracting. My visit to Ecclesfield, I thought, would be a visit to a totally unfamiliar place.

Starting from this assumption meant

that when I did find a link with the past, it came as a surprise—and as the day wore on it became clear that in one or two important ways the school that I knew twenty-two years ago is still there. This is interesting not only for personal nostalgic reasons which are obvious and which I will not dwell upon, but because of the lessons which can be drawn by those involved in school reorganization.

The head of Ecclesfield is Arnold Jennings, a man well known in secondary education generally, and this year's president of the Headmasters Association. He has been head of the school for nineteen years, for the last ten of which it has been fully comprehensive.

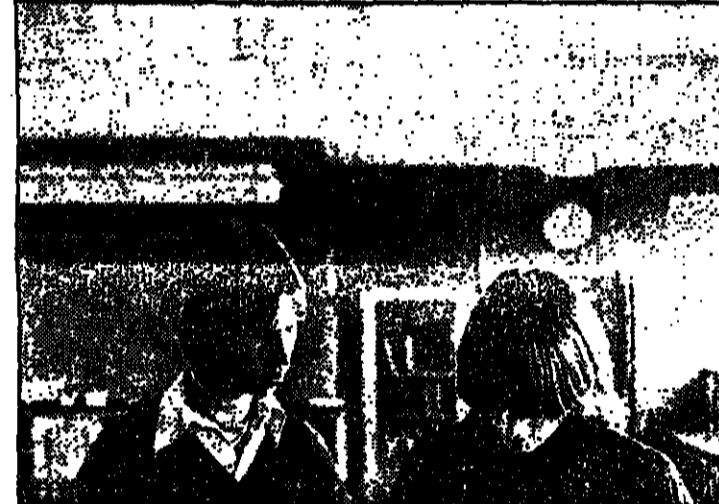
Even before reorganization, the school

was growing rapidly, and in 1967 left Jennings had instituted some important changes which undoubtedly had the effect of making the abolition of selection less traumatic than it might have been. For one thing, rigid streaming was replaced by broader banding. "I drew streams", says Jennings, "I drew the child that he was the seat of the world before him, and the world would be in 'P' stream."

Profects, too, disappeared before grammar school did, to be replaced by a system of voluntary services for all formers. Then, in 1967, came the merger with Henshall secondary modern adjoining site. It could have been difficult, and in some ways probably inevitable, highly qualified secondary school teachers took the head of department posts, which causes misunderstandings in mergers. Jennings took some of the out of the situation, however, and all the secondary modern whether they wanted to teach at level, and according to all requirements—a decision which he says inspired him a moment's doubt or regret.

The new school's size peaked at 2,200, and fifteen-form entry. The huge catchment area was broken into by new school provision which will gradually come down to a third of that. Nevertheless, Jennings is a protagonist of the big comprehensive vision which drove many of the forties and fifties, and the reaping advantages of provision are a variety of courses, is still very much for him. He feels, for instance, that pastoral care is done better in a school simply because it is specialist job to do it.

Like almost all big schools these days, Ecclesfield is horizontally split into upper middle and lower with heads and year tutors. The lower occupies the former secondary school building, where Roy Judge is head of the lower school operates with a deal of autonomy. Having a building, I surmised, in a position much more strongly identified with the school—this is something I have before, and is to be borne in mind those looking for promotion of kind of job. "And don't forget the story," said Judge, with mock indignation, "I have my own lavatory over the



Students and teachers at Ecclesfield: many of the long-serving staff have grown up with the school.

ability bands in the first three years, and the option choices at year four bring about a wide spectrum of choices in three main categories—exclusively O level; combinations of O level and CSE; and groupings which are mainly Made 3 CSE. Those who are ideologically opposed to such an arrangement will call it selection at 14 instead of 11. Jennings and the many other secondary teachers who work such systems will say that because some pupils inevitably do better at school than others, the only way to run a comprehensive school is by such a continuous process of selection and guided choice.

And what of all the standard comprehensive problems that the press tell us of? The rumour, the vandalism, the violence? Without doubt, the school has seen something of all of them—as it did in my day—and however impressive the sights he sees, the one-day visitor can never fully absorb the ethos of a school. Nevertheless, to the eye of this experienced observer, the surface signs were encouraging. The same plywood lockers that we used still line the corridors of the old building, and very few more have been kicked in since then. Wall writing was sparse to non-existent, and litter was very thin on the ground. The pupils moved about energetically, but amiably and the whole complex was quiet and peaceful during lesson time.

For a big comprehensive, in fact, this school is a very non-frenetic place. I feel that this has much to do with the school's origins in two much smaller establishments. After all, if someone had built here a two-thousand-strong school from nothing at all, they would undoubtedly have felt the need to create all sorts of complicated procedures, to set up, for example, a regular programme of interminable meetings. At Ecclesfield, however, while there are meetings, they do not dominate life, and much is done by unofficial contact. The bureaucratic structure, in fact, keeps a low profile, and the school is probably a happier and more efficient place as a result.

It may be that what makes this relatively uncomplicated structure possible is the fact that the school has a strong core of long-serving staff. Jennings, with nineteen years' service, is the eleventh in seniority. Harry Birkin, the senior deputy, taught me A-level geography in 1954. Sam Hommingfield, the sixth-form master, has been there even longer. These teachers, and others, have never been overawed by it and have preserved—consciously or not—the warmth and mutual respect which my own teachers so clearly enjoyed in their staff room. Add to this experience—for which many a head would give his right arm—an energetic and patently cheerful staff, and you have a good recipe for any school, big or small, as you are likely to wait.

UPPER 1950



# Band of hope and glory

Eric Church



Sir John Herschel coined the word "photograph" in the mid-nineteenth century: this scene from backstreet London is from The Expanding Eye: Photography and the Nineteenth-century Mind, by Alan Thomas, a collection of 147 photos and fascinating anecdotes (Croom Helm 18.95).

**A Life Apart: The English Working Class 1880 to 1914.** By Standish Meacham. Thomas and Hudson £6.95, 500 25055 3.

A Life Apart is no cheerfully nostalgic excursion to the Old Kent Road or Ramsgate Sands: it is an objective, fully documented account of working class life in the 25 years before 1914. With the help of contemporary surveys by such investigators as Booth, Cadbury and Rowntree, Parliament, the author builds up a picture of a section of the British people as they were before nineteenth-century class distinctions became totally blurred. How did the working class develop a consciousness of its own identity? It would seem that such a consciousness cannot exist without some awareness of opposition—a "them" and "us" situation. In the period under review there was opposition to middle class patronage, to the Law, to discrimination against the unions, and to an urban culture produced by an industrial revolution. Edwardian extravagance was anathema, to be countered by maintaining a rough, respectable "keep yourself to yourself" attitude and furious whitening of doorsteps and blackening of boots.

Having set the scene, the author examines in great detail working class housing and broad family relationships, with particular reference to conditions in London and the industrial north. He then moves to a discussion of the individual roles of parents and children within the family. The population of industrial northern and central England doubled between 1870 and 1900, already inadequate housing, poor sanitation, and blunted sensitivity to the smells of poverty, as well as its predominant colour—brown—which so successfully hid the dirt and grime. Tenement housing did indeed improve physical conditions, but by a curious contradiction did not satisfy the need for neighbourliness. "Familiarity bred contempt", and the corner shop and "popping" were important in social life. With a sturdy independence the working class under took to look after itself, and it was normal that grandmothers should be housed with their families, though working grandmothers were preferred to non-working grandmothers. This follows a fascinating study of the hard lot of women both at home and at work. Families were dominated by a father, but concealed a mother whose main objective was to ensure that they were housed and fed. Often ignorant about the sexual aspects of marriage, she it was who took control of the husband's weekly wage of 30 shillings or less, and, by frugal housekeeping and occasional recourse to the pawnbroker, contrived to feed and clothe her ever increasing family and clean the house as well. When, in order to make ends meet, she embarked on unskilled factory work, at roughly half the men's rate of pay, she took work at home, she inevitably neglected the children. Because they provided the main source of income, the men were pampered at home. They enjoyed the choicest portions of the scanty food available, their Sunday naps were sacrosanct, and wives watched with an indulgent eye their forays to the working men's clubs or to the pub. With varied working conditions, industrial diseases such as the lead poisoning of the potteries, and remote insensitive employers, beer was the shortest way out of their troubles. Small wonder that the average annual consumption per head for men and women in 1890 was 57 gallons. Further problems were caused by advancing technology, in the blurred and unskilled labour, and in the loss among men that they would lose their jobs to lower-paid boys, and in the new work-force, hence, by 1900, the unions grew in strength and workers were more willing to strike. In large working-class families,

infant mortality was high, while many surviving children were ill-nourished and verminous. Parents with Ruth-like discipline to sustain order in chaos, and treat were few. Sunday schools, the Band of Hope, and Lads' Clubs went hand in hand with developing State Education, by which, in the words of Charles Booth, "the turbulence of the streets was subdued into industrious calm". It was considered that a 12-year-old boy was educated, and could start work as a half-timer in a factory, as could his sister, but she would equally find herself in the drudgery of domestic service. Professor Meacham concludes his masterly study with an outlook of working-class attitudes of the outbreak of the First World War. The rhythm of life still followed habit and custom, and this love of the familiar and unwillingness to look ahead frustrated the reformers such as Keir Hardie and Philip Snowden. There remained a built-in suspicion of State welfare schemes, and there was still a stigma attached to acceptance of help in, for example, the provision of school meals. Yet swiftly rising prices inevitably led to increased industrial militancy and thus to the end of a society which, despite its obvious hardships, was arguably happier when its defence was a natural state of mind.

Sebastian Loew

Mr Bailey is not always his own best advocate: undoubtedly he tells the truth but readers will wonder whether he tells the whole truth. Repetitious and detailed calculations are often based on assumptions which are difficult to check. A number of questions are ignored, the homes of the "housing class" instead of "housing class" need for such a "class". His angry attacks on specific persons who did not answer his letters or did not accept his suggestions may be effective in community action terms but unnecessary in a book like this. However, these are minor reservations about a proposal too serious to be considered as another radical source's exposé cannot be ignored and if "the Government believe that all families should be able to obtain a decent home" (Green Paper), they should act immediately on the recommendations of this book.

Mark Jackson

getting rather a mauling at its occasional joint sessions with women's groups who think its self-called "aged" which probably means many 10 years ago. I doubt whether a few avant garde pockets of North London are likely to follow their husband and the neurotic house-ness of our generation. But I think that those primary teachers who are worried about reinforcing the gender role conditioning of their pupils will find Tolson's book very useful.

## Bring Cathy home

The Homeless and the Empty Houses. By Ron Bailey. Penguin 95p, 14 052 347 3.

The recent Green Paper on Housing Policy states that "housing conditions have been greatly improved in the last 25 years" but accepts that about 2.7 million people are still living in unsatisfactory conditions. What it does not mention is that the housing problem has become an alarming increase in homelessness and that this group is becoming more visible. Ron Bailey's *The Homeless and the Empty Houses* suggests a way of solving this national disaster without the need for additional resources. The argument is powerful and the stupidity of bureaucracy exposed on every page: hundreds of houses kept empty for periods that vary from weeks to years could be used to house the homeless who are kept in cosy beds and breakfast establishments, hotels or mansions.

Tolson's proposals should be considered in two ways. One is to reduce vacancy periods within their own stock to a minimum and should review existing procedures with this in mind. This kind of work is not bringing Cathy home. Ron Bailey has the duty to rebuke people on the waiting list. In four different parts of the country he has found a homelessness problem. He has checked the cost of empty housing and the cost of providing them to a decent standard. He suggests the creation of a Housing Emergency Office which would be offered all empty housing repair it and let it back to local authorities to house the homeless. The scheme has been tried and families, the savings would be substantial and the social gains even more so.

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## Heterosapiens is ruled OK?

The Limits of Masculinity. By Andrew Tolson. Tavistock Publications £1.95.

Man (male heterosapiens) is no longer the strutting rutting beast, but a very confused little creature, indeed, covering away from a newly predatory puss.

Freud is a friend for you and it's not quite like that, what ever games they get up to in Shepherds Market, these days the women's reputation of their stereotypical roles has left hetero-sapiens man, their drinking nestmate, out—as it were—on a limb.

# Head in the clouds

John Gribbin on astronomy

**1977 Yearbook of Astronomy.** Edited by Patrick Moore. Sidgwick and Jackson £1.95, 283 93214 8.

**Modern Astronomy: a selection of articles from yearbooks of astronomy.** Edited by Patrick Moore. Sidgwick and Jackson £2.50, 283 93209 8.

**The Solar Planets.** By V. A. Firsov. David and Charles £3.95, 7153 7332 8.

The Spectrum, is perhaps the best of the new titles. It could well be said that it belongs to the genre: the teenage romance. This is to say that it is a pleasure to read and not a source of adult good faith and pleasure to read and not a source of adult good faith and pleasure to read and not a source of adult good faith and pleasure to read...

The book is a simple course specifically designed for the CSE candidate. The outline starts with basic apparatus and measurement and then reads the familiar path through the chemistry of air and water to discover the reactivity series. Periodically the reactivity is discussed in terms of chemical families and ease of loss or gain of electrons. The chapters dealing with the structure of matter are well written. The book goes on to simple ionic theory, a well-illustrated chapter on carbon compounds, acids, bases and salts and sections on reaction rates and equilibria, and the structure of matter are well written. The book goes on to simple ionic theory, a well-illustrated chapter on carbon compounds, acids, bases and salts and sections on reaction rates and equilibria, and the structure of matter are well written.

It is unfortunate that the publishers have not produced a more recent construction for a book which is likely to receive as much handling as this one from month to month. My paperbook copy can be opened flat only by breaking the methods favoured seem strangely anachronistic.

## A scientist's science

T. H. Price

**Introduction to Organic Chemistry.** By A. Seelwieser and C. H. Heathcote. Cambridge £11.75. Solution Manual £3.25.

It is perhaps inevitable that the non-scientist should take a light-hearted or even disrespectful view of the intellectual challenge met in any branch of chemistry. But over the last 30 years there has been a soft option, as students of other disciplines were wont to do in their studies. This increase in difficulty may offer some clue to the reason for the shortfall in student entry to university science courses.

## Air, earth, water

Peter Huw Morgan reviews two chemistry courses

Foundation Chemistry. By G. R. McDuell. Thomas Nelson £1.95.

Stage One Pupils' Book £1.10. Stage One Worksheets £7.00. Thomas Nelson.

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## Ecosystems

R. C. Vernon

**Pyramids of Life.** By John Randle and Harvey Croze. Collins £6.95.

This book, which arises out of years of research in East Africa, is illustrated with excellent photographs and sets out a series of double-page spreads dealing with the problems of survival in such ecosystems as grasslands, lakes, rivers and forests. It offers a refreshing, if unusual, approach to ecology, and makes the point that nothing in nature is a random occurrence from the black of prand-outer by the gazelle in turn eaten by the lion, supply and demand requiring the numbers of each to fluctuate. It is a quick glimpse of the subject, well suited to the needs of a group being introduced to meteorology at school level for the first time.

## Forecasting

Science in Action.

**The Weather.** By Frank Dalton. Pinter Press £3.25, 85078 215 5.

The author of *The Weather* is an experienced forecaster who has brought to the BBC in developing his theme from the natural starting point of the need for forecasts and the way they are made, he provides a clear introduction to the science behind our daily conversation.

### RESOURCE MATERIALS ON SOUTHERN AFRICA TODAY

A WINDOW ON SOWETO by JOYCE SIKAKANE 80p

'The best book I have ever read about South Africa'. Irish Times

FORBIDDEN PASTURES, EDUCATION UNDER APARTHEID by FREDA TROUP 60p

'Essential reading for any teacher dealing with South Africa in class'. The Teacher

RACE AGAINST RACE, SOUTH AFRICA'S MULTINATIONAL SPORTS FRAUD by JOAN BRICKHILL 60p

'A well produced and timely publication'. African Development

SOUTHERN AFRICA THE IMPRISONED SOCIETY—80 photographs and text suitable for display £7.50

'A powerful account of the systematic degradation of a people'. Times Educational Supplement

For details of these and other publications cut this coupon out and send to: International Defence and Aid Fund for Southern Africa, 104 Newgate Street, London EC1A 7AP.

NAME .....

Address .....

### Textiles

Modern children are fortunate in having access to the type of book which explains the world of science and technology in the form of simple drawings, diagrams, and a brief history.

Textiles, written and illustrated by Heinz Kurth (Worlds Work £2.50, 53616 7) presents the mysteries of the manufacture of rayon and other synthetic fibres in this digestible form. It also covers chemical inventions, and inventors' sources and includes a short history.

Betty Tadmor

### Among this week's contributors:

Malcolm Anderson is professor of politics at Warwick University.

John Gribbin's latest book is *White Holes*.

Sebastian Loew lectures at the Polytechnic of the South Bank.

David Martin lectures in sociology at the London School of Economics.

Carl Meyer lectures in politics at Warwick University.

# Survival kits for the unemployed

by Carolyn O'Grady

Television information services for the unemployed are not new, but the Westward Television series just the job differs from those produced by other stations in that the scheme does not stop when the programmes finish. At the end of each programme viewers are given a freefone number to ring. Should they do so they could become part of a major action research project into youth unemployment which is being organized throughout Devon, Cornwall, West Somerset and West Dorset.

They will receive study kits designed to provide information on training, job opportunities and activities for the unemployed and will be encouraged to join one of the 80 counselling groups. The project is organized by the National Extension College, which has received a grant of £54,000 from the Manpower Services Commission to carry out research into youth unemployment. The college aims to increase awareness among young people about job and training opportunities and to help the unemployed to find alternative, interesting activities.

A major component of the scheme are packages of pamphlets and leaflets called "Jobhunter" kits. These are six packs with the titles: What are your skills?; How to get that job; The people who are paid to help; and how to use them; Could

Further Education be the answer?; Ideas for your spare time; and making a little extra cash; the your own boss? How to go about it. The kits are written in cartoon style.

Soon after the kits are delivered at the request of a caller a "Just get young people to join a counselling group. Two hundred and fifty volunteers have applied to be counsellors.

The college, said the project organizer, Barry Reeves, was looking for people "with common sense and strong links with the local community" who could support and encourage young people even after the scheme officially ends in June, 1978.

Mr Reeves emphasized that the project is not a substitute for statutory agencies. Instead, it aimed to provide a positive message "to decide what is best for themselves."

The college was also putting a lot of emphasis on "constructive survival in unemployment". The "Jobhunter" kits and counsellors would encourage those who could not get work to do, for example, voluntary work or to set up a club for young people.



## Amnesty tape

Amnesty International produced a cassette tape side one is a talk by the British section of Amnesty in Nazi Germany and the Second World War and the involvement with today.

## Meaty story?

"Britain's butchers and... have been quick to see a deficit because many young people in this country, through time tend to make increasing convenience foods... So says the Meat Promoters' Council... Like most promotional activities the executive's business is unashamedly limited. The economic, moral and health... cutting down on meat... nutritional and social... alternatives are ignored. However, for committed... three the subject of "meat" in a wider context, bullock as a whole meat story for vegetarians are available in cassette, and a series of primary school charts and booklet and filmstrip are... Further information from... Promotion Executive, 53... Square, Smithfield, London... 1DE.

## Requiem for a college

Hilary Perraton

Education is one of the minor casualties in the October oppression in South Africa—perhaps an incidental one. But the banning of the *Weekend World* also means the closing down of People's College, and the end of one chance of secondary education for black South Africans.

## Wanting to read

Margaret Bond

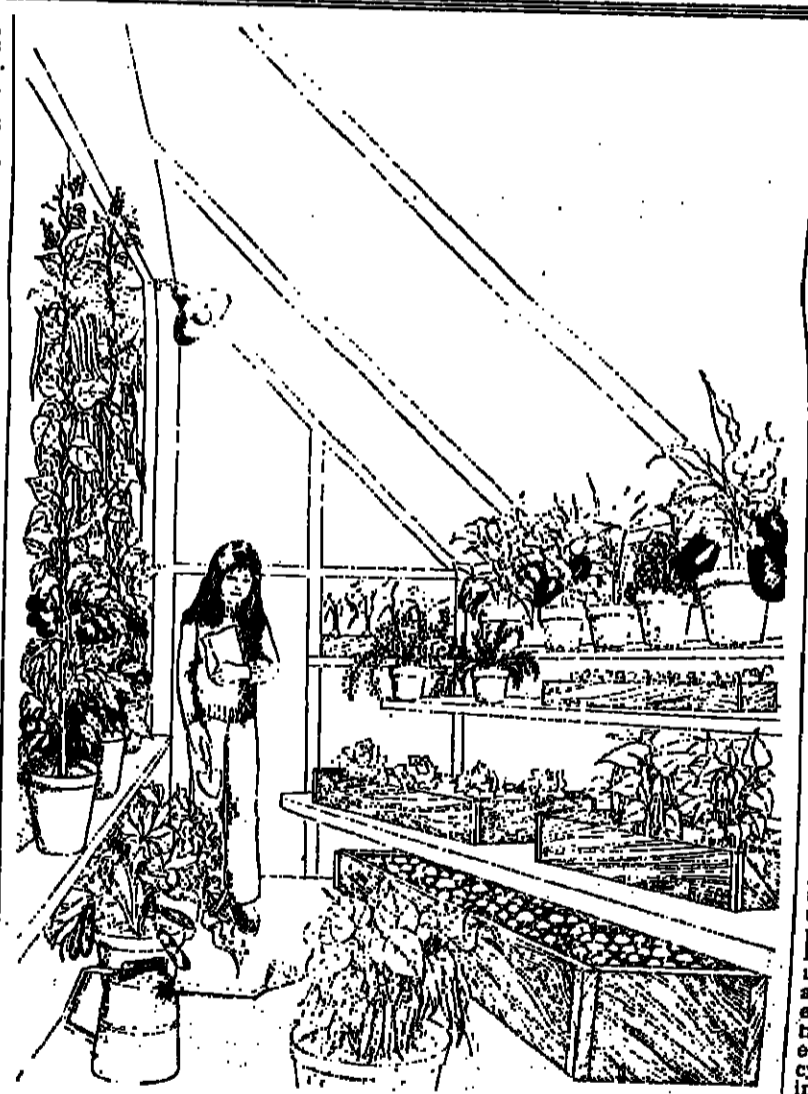
Keith and Clifford are in a class of lively uninterested teenagers whose village environment in East Cleveland makes them rather more gentle than their counterparts in cities. They are in the fourth year at school, and next Easter they will leave for, probably, unemployment.

People's College was a 24-page newspaper supplement, published each Sunday with the *Weekend World*. The latest issue to arrive ranged from childhood diseases, through typing, money management

## Green fingers on the timetable

David Wickers and John Tuey

While the home cultivation of fruit and vegetables is enjoying an unprecedented boom among town and city dwellers, few schools have attempted to incorporate such a "down-to-earth" activity into their curriculum. The need to provide open areas for sports, games and unstructured play is widely accepted, but the idea of devoting



## Journal for counsellors

The journal will contain information about counsellors and counselling activities throughout the world, especially within schools, universities and businesses. The journal will contain primarily of original articles but will also include major addresses and papers.

The editors are Dr Nathan Deen of The Netherlands, Dr John Paterson from Canada and Drs Douve de Furtier from The Netherlands.

## Careers in chemistry

Industry is short of suitably qualified chemical engineers. To stimulate interest and give information about careers in this area, the Council of British Manufacturers of Petroleum Equipment has commissioned the Schools Information Centre on the Chemical Industry to produce a Career with Chemical Engineering, a filmstrip/tape.

The tape is suitable for use with pupils of 14 and over. It looks at the qualities needed for a career in chemical engineering and outlines the type of work. The filmstrip has 74 colour frames and is about 15 minutes long.

## Nuffield exhibition

Lord Nuffield, whose Oxford and Bullnose schools created the fortune which was spectacularly given away, is commemorated in an exhibition in the West Wing, open from November 27. The exhibition commemorates the centenary of his birth.

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# WORLD EDUCATIONAL SUPPLEMENT

symbol of how petty apartheid is that it was a minor triumph when they put the lit in their office block racially integrated about four years ago.

They went on to provide study centres, in Soweto and other black townships, so that students could get tutorial help and often more important, have someone with light and quiet in which to study. But they were hampered by the problems of contacting potential students when advertising was dear and radio, on the state-controlled Radio South Africa, out of the question.

People's College looked like being the answer. Previous attempts had been made in the United States, in Malawi, and in pre-Amin Uganda, to offer correspondence courses through newspapers, but never on this scale. The *Weekend World* had the highest circulation among black South Africans, and People's College was offering self study courses in a dozen subjects from primary school fifth year up to senior secondary level.

Readers—students—were encouraged to get together in learning groups, and the committee staff provided back-up services and organization for the groups. The picture of four group members appear on the front of the issue of September 25.

It is determined young men from Soweto are hard at work preparing for the Pitman's and People's College examinations. They have formed themselves into a learning group and meet twice a week

at Mrs Mathule's house, in Molapo, where they study accountancy and practical English. My friends attend regularly and work hard. We want to pass the Pitman's exam, says one of the group. We are all going to pass the exams, I tell you brother.

Their chances of passing cannot be so good if they now get only two-thirds of their course. The course they were following looks much like the usual textbook stuff: "Now you will practise joining sentences with ALTHOUGH..." "The number line extends on and on indefinitely in both directions. We show this by putting arrows at both ends..." "Use a dark green pencil to draw along the 700m contour line."

But there are important differences. These are genuine self study materials, with lots of worked examples to do, so that they cannot just read them like a textbook, and forget them as easily as a textbook. There is also a lot of material which is not geared to exams at all. Each week there was a whole

contact with nature, becoming directly responsible for providing for the needs of living things and so learning respect for them. Such a "food farm" programme would be relatively simple to establish. Schools that have no land available for a garden could utilise an odd, screened off corner of the playground or a flat roof area that is strong enough to support the weight of compost-filled containers. There may even be room for a small greenhouse, well protected from stray bonfires.

Window ledges could carry boxes of smaller vegetables, such as cress. Tim tomatoes or Tom Thumb lettuce, and most soils are likely to receive sufficient light for a whole range of potted herbs. Plant propagators are also now available specially designed to be hung on radiators.

Mushrooms can flourish in the most unlikely places—a store cupboard under the stairs perhaps—and the highly productive growing can readily be integrated into other classroom activities. It offers plenty of scope for enquiry with a practical basis; the range of experiments to show why and how plants grow is both wide and fascinating.

Vegetable growing has an obvious relevance to science subjects—biology; reproduction, pest and disease control; physics; affects light; chemistry; hydroponics. But it also lends itself to inter-disciplinary studies—mathematics: rates of growth, weights and measures; economics: cost effectiveness of home food production; geography: soil composition; environmental studies: waste recycling and composts; craft: building a growth chamber, making a greenhouse; art: vegetable plants and eyes, photographs; and so on.

An important by-product of growing food in school would be the stimulus it offers to change the traditional and unhealthy eating habits of children, helping to redress the balance against advertisements that encourage children to eat junk food. The garden produce can be used as the "raw material" for home economics, and could perhaps become an occasional side-dish on the school lunch menu.

At the very least the "fruits" of the vegetable garden can be taken home, or sold to parents and friends, and proceeds ploughed back. The entire project could thereby become self-financing after the initial outlay—an attractive consideration in these times of budget stringency.

Apart from learning how to grow a variety of vegetables from first-hand experience perhaps the greatest benefit of a school plot would be the opportunity it offers urban children to enjoy direct

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**Metropolitan Borough of Rochdale**

**EDUCATION DEPARTMENT**

**PRIMARY SCHOOLS**  
 Belmont County Primary (4-10)  
 Belmont Street, Rochdale OL11 5PS  
 Tel. Rochdale 31486

Required for two terms (1st January to 31st August, 1978):

**TEMPORARY—RECEPTION CLASS**  
 Ability to play the piano an advantage.

**MIDDLE SCHOOLS**

**RE-ADVERTISEMENTS**  
 Durnford High (11-14)  
 Rectory Street, Middleton, Manchester M24 3TS  
 Tel. 061-843 3845

Required for 1st January, 1978:

**HOUSECRAFT AND NEEDLECRAFT**  
 For two terms: Boys and Girls take all crafts in the first instance and are later allowed to specialise in the crafts of their choice. Pupils in their final year choose two crafts and prepare for C.S.E. and G.C.E. Courses at the Senior High Schools. Accommodation is excellent.

**HOLLIN HIGH (11-14)**  
 Still Lane, off Hollin Lane, Middleton, Manchester M24 3XN  
 Tel. 061-843 3764

Required as soon as possible:

**MATHEMATICS SCALE 1**  
 to help with Girls' Games.

Application should be by letter to the Headteacher at the school concerned stating age, qualifications and experience, together with the names and addresses of two referees. Closing date: 21st November, 1977.

**PRIMARY**  
**Removal Posts continued**

**DEVON**  
**ADVISORY IN SENIOR TEACHER**  
 Applications are invited from suitably qualified persons for the post of ADVISORY IN SENIOR TEACHER in the County Primary School, Newton Abbot. The successful candidate will be expected to advise on the recruitment of staff to the school and to advise on the management of the school. Salary is £10,400 per annum plus 4% pension. Applications should be sent to the Director of Education, Devon, 24th November, 1977.

**Scale 1 Posts**

**HIMMINGHAM**  
**RECEPTION CLASS**  
 Applications are invited from suitably qualified persons for a temporary post of RECEPTION CLASS in the Himmingham School. The successful candidate will be expected to play the piano. Applications should be sent to the Director of Education, Himmingham, 24th November, 1977.

**CALDERDALE**  
**RECEPTION CLASS**  
 Applications are invited from suitably qualified persons for a temporary post of RECEPTION CLASS in the Calderdale School. The successful candidate will be expected to play the piano. Applications should be sent to the Director of Education, Calderdale, 24th November, 1977.

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 Still Lane, off Hollin Lane, Middleton, Manchester M24 3XN  
 Tel. 061-843 3764

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**DAVIDSON DIVISION**  
**ASSISTANT HEAD**  
 Applications are invited from suitably qualified persons for the post of ASSISTANT HEAD in the Davidson Division. The successful candidate will be expected to manage the school and to advise on the recruitment of staff. Salary is £10,400 per annum plus 4% pension. Applications should be sent to the Director of Education, Davidson Division, 24th November, 1977.

**WILTSHIRE**  
**DEPUTY HEAD**  
 Applications are invited from suitably qualified persons for the post of DEPUTY HEAD in the Wiltshire Schools. The successful candidate will be expected to manage the school and to advise on the recruitment of staff. Salary is £10,400 per annum plus 4% pension. Applications should be sent to the Director of Education, Wiltshire, 24th November, 1977.

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**SURREY**  
**TEACHERS C.E. MIDDLE**  
 Applications are invited from suitably qualified persons for the post of TEACHERS C.E. MIDDLE in the Surrey Schools. The successful candidate will be expected to teach in the school. Salary is £10,400 per annum plus 4% pension. Applications should be sent to the Director of Education, Surrey, 24th November, 1977.

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**STAFFORDSHIRE**  
**TEACHERS C.E. MIDDLE**  
 Applications are invited from suitably qualified persons for the post of TEACHERS C.E. MIDDLE in the Staffordshire Schools. The successful candidate will be expected to teach in the school. Salary is £10,400 per annum plus 4% pension. Applications should be sent to the Director of Education, Staffordshire, 24th November, 1977.

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**THE TIMES EDUCATIONAL SUPPLEMENT 14.11.77**

**EXTRA**  
**Geography**  
**Landforms and landscapes**

Roger Thomas on physical geography in the classroom

Most of us would agree that, in spite of a whole range of exciting and interesting fieldwork techniques, the teaching of physical geography in the secondary school has been left behind as an uneasy mixture of the old and new, with a lot of uncertainty in between. Geomorphology as an academic study has drifted away from landforms towards an increasingly theoretical systems-based approach, but the size and shape of a glaciated valley or a coastal landscape impresses the school child more than an abstract system. What can be accomplished in the short time available that is not dominated by preparation for an examination syllabus?

Maximum contact with the real physical landscape would be the ideal thing, usually achieved once in a pupil's school career on a field course, if he is lucky, but for most children landforms and landscape come alive only through the teacher's ability to provide accurate and exciting descriptions in the classroom. How can we bridge the gap between the classroom and the physical landscape?

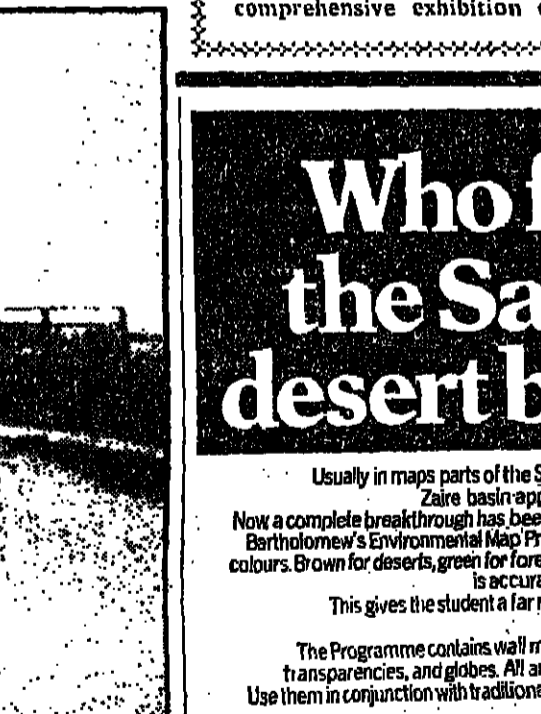
The answer to this is elusive. Classroom experiments ranging from stream tables and wave tanks to plaster models are messy and time-consuming and do not successfully recreate physical processes which occur simultaneously in the landscape. Film of physical processes at work is an improvement, but good physical geography films are almost non-existent.

A re-examination of the role of physical geography in the geography syllabus up to O level could be the building part of the syllabus round the idea of the physical landscape could provide the right conceptual basis.

The examination boards do not seem to be enlightened in this matter. For example, the Oxford Local Board O level geography syllabus contains one section on the elements of physical geography with brief reference to common types of landforms. A level O level geography syllabus makes reference to landforms, but asks only for "a simple descriptive treatment"; their geography syllabus does mention physical landforms, but with only certain types of landforms, as well as processes and "results of weathering, river action, glaciation", etc.

Oxford and Cambridge Board for 1977 specify questions only in the physical and/or human geography of the British Isles; other references to physical geography are confined to physical geography headings in the topics in world geography section.

The trouble to the East Midlands CSE geography syllabus is more promising: "The student should be able to interpret and comment on... the interplay between man and his physical and cultural environment"; but only one section of Paper 2 is devoted to questions on physical geography, and that is a conventional list of landforms.



On page 41 Bryan Wolles writes on a topic for today—Britain's water resources, and on page 42 he supplies a comprehensive list of source material. In this photograph pupils are using a Griffin oxygen meter to test for pollution.

**Geographical Association Annual Conference**

The next Annual Conference of the Geographical Association is to be held in the London School of Economics on 3 to 5 April, 1978, and will be focused on the subject of "The Role of Physical Geography". This topical theme is to be examined in two parts. The first series of papers will be given on Monday, 3rd April, and will begin with a critical exposition by the President, Professor S. Gregory, on "The Role of Physical Geography in the Curriculum", which will be followed by a group of five lectures examining the present status of the various elements which are grouped together under the convenient umbrella title of "Physical Geography". The lectures on the second and third days of the conference will be concerned with examining the relevance and applicability of physical geography to environmental problem solving. Speakers will include Professor Ian Simmons, Dr B. W. Atkinson, Dr E. M. Bridges, Dr M. Clark, Dr R. C. Ward and Dr D. Watts. In addition to the 13 main lectures, the programme will also include a number of symposia on such varied topics as "Broadcast Resources for the Teaching of Geography", "Problems of Field Work in National Parks" and "Teaching Strategies for the Less Able", as well as field excursions and a large and comprehensive exhibition of books, maps and equipment.

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**Contents**

- 32 Is physical geography on the rocks?
- 33 Twenty years onward
- 34 The Middle East—a neglected region
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- 40 Evaluating CALUSG
- 41 Britain's water resources—topic for today
- 42 Water resources: a comprehensive list of publications

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Application forms and further particulars are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference(s).

**CLOSING DATE:** The closing date for the receipt of completed application forms is THURSDAY, 24th NOVEMBER, 1977.

John Beale, Director of Education,  
 Education Department, Princess House, Princess Way, Swansea.

UPON THIS

CONTINUED ON PAGE 5



**In preparation**

**Book 10 The World: a systematic geography**

**A Course in World Geography**  
H. W. Young and J. H. Lowry

Specifically written to cover the new systematic papers set by most O level boards, this book will provide an up-to-date systematic survey of both physical and human geography at O level. The first part of the book dealing with physical geography, incorporates and expands substantial portions of Book 5. The second part, dealing with human geography, covers such subjects as land use, location of industry, population problems and development of the Third World, pollution and resource management. In common with the other books in this course, formal statement of geographical fact has been cut to a minimum and the necessary data are expressed very largely in the form of maps, diagrams and illustrations. The responsibility for their interpretation is laid expressly on the student with or without the teacher's help according to circumstances.

**Book 8 East Africa 3/E**

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|---|---------------------------------|--------------------|---------------------|---------------|-------------------|------------|
| REGIONS AND LANDFORMS   | Sand, gravel, etc. scenic value | Sk. slopes beaches | DRAINAGE            |               | SURFACE STABILITY |            |
|   |                                 |                    | Soil erosion- water | Sedimentation | LANDSLIDING       | SUBSIDENCE |
| Mountains and major hills   |                                 |                    |                     |               |                   |            |
| Valley plains   |                                 |                    |                     |               |                   |            |
| Los Angeles coastal plain   |                                 |                    |                     |               |                   |            |
| Desert plain  |                                 |                    |                     |               |                   |            |
| PRINCIPAL MANAGEMENT AGENCIES   |                                 |                    |                     |               |                   |            |
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| County  |                                 |                    |                     |               |                   |            |
| State   |                                 |                    |                     |               |                   |            |
| Federal   |                                 |                    |                     |               |                   |            |

**Type of effect**

- Widespread
- Localized
- Severe
- Slight

continued from page 31

neglected at this stage?, leaving time to concentrate on topics closer to the pupils' own experience.

A study of physical geography should enable the pupil to understand, describe, and forecast the development of the physical landscape he lives in. The main emphasis must be on the operation of contemporary processes, particularly those which have a bearing on our use/misuse of the landscape. A simple framework could be as shown in the table below.

It is possible to argue that a tick should appear in every space, but it is the headings which are important. The scale of the landscape, both in space and time, can be emphasized through analogy and comparison. The spatial catastrophic event which hits the landscape includes the landforms themselves and their pattern of distribution on the surface of the earth. The materials of the landscape are rocks, the weathered mantle, plant material, and water, all of which contribute considerably to the visual impact of the landscape.

Processes operate swiftly over a short period, produce, perhaps a catastrophic event which hits the newspaper headlines, or slowly at rates which can scarcely be measured. Man may act as a control on this system, dampening down some effects and accelerating others.

We also need to emphasize what is common to all landforms and landscapes rather than to seek for

The canvas of the physical landscape is extremely wide. The general view, the distant prospect, like the poet John Clare, to start with the blades of grass and sticks and stones in front of feet.

Roger Thomas is senior lecturer in geography at Leicester Polytechnic

| THE PHYSICAL LANDSCAPE |       |                  |          |               |
|------------------------|-------|------------------|----------|---------------|
|                        | SCALE | SPATIAL FEATURES | LOCATION | VISUAL IMPACT |
| MATERIALS              |       | ✓                | ✓        | ✓             |
| TIME                   | ✓     | ✓                | ✓        | ✓             |
| PROCESS                | ✓     | ✓                | ✓        | ✓             |
| MAN                    |       | ✓                | ✓        | ✓             |

different and indeed examples. Concepts such as hydrological cycle and basin unity processes at the landscape. All landforms made of different combinations, sloping, curved or straight surfaces that a study of the forming processes is important. The answer, here, lies in the soil, rather, in downslope movements of the regolith.

Most people see the landscape as a succession of hills and valleys but the geomorphologist sees a terrain set of processes, a "facto-ritum" process. Newton was confused a word as "facto-ritum" to be in geography, and names the particular process, substitutes "work" or "activity".

"Work" involves the creation of consumption of energy, so the rivers could be thought of as energy lines of the landscape; energy input comes from precipitation so that meteorological conditions also contribute to an understanding of the physical landscape.

The canvas of the physical landscape is extremely wide. The general view, the distant prospect, like the poet John Clare, to start with the blades of grass and sticks and stones in front of feet.

Roger Thomas is senior lecturer in geography at Leicester Polytechnic

**Twenty years onward...**

of revolution and reformation in geography by Alan R. H. Baker

The past 20 years have seen such fundamental changes in the teaching of geography both at school and university that it is impossible to predict confidently the development of the subject during the next 20 years.

Nevertheless, the personal experience acquired since 1956 both as a candidate and as an examiner in geography at Advanced level and as an examiner in geography at degree level provides a reasonably firm perspective in which to ground both some observations on the past and some speculations on the future of geography.

Retrospective and prospective views are rightly subjective—so that the opinions expressed here are essentially personal ones. But it is both desirable and possible to introduce a measure of objectivity into them—in this case by considering one trend in the changing policies of Cambridge-based geography at Advanced and degree levels.

Between 1957 and 1976, there was a five-fold increase in the number of candidates for the Advanced level exam in geography set by the University of Cambridge Local Examinations Syndicate. Slow growth to a figure of 1,074 candidates in 1959 was succeeded by rapid growth to a figure of 3,376 in 1965 and then by a slow but still steady and impressive growth to 4,984 in 1976, reflecting the expansion of geography at Advanced level nationally to the point at which there are now about 35,000 candidates annually.

Before 1970, the Cambridge exam required all candidates to sit papers in physical, regional and practical geography. Then, in 1970, there was examined for the first time, a paper in systematic human geography which candidates could sit as an optional alternative to the paper in regional geography. This new paper was immediately attractive and the proportion of candidates opting to take it increased each

year from 9 per cent in 1970 to 48 per cent in 1975.

Although there were more candidates reading the human geography paper in 1975 than in the previous year, there was not a further proportional increase. The rise in popularity of a systematically organized paper in human geography has inevitably been mirrored by the fall in popularity of regional geography, being read by 91 per cent of candidates in 1970 but by only 52 per cent in 1975 and 1976.

Schools taking the Cambridge exam adapted to the "new geography" of the human geography paper very rapidly—in six years—suggesting that the paper was itself as much a response to latent pressures within the schools as a stimulus by the syndicate to the diffusion of the "new geography" at school level.

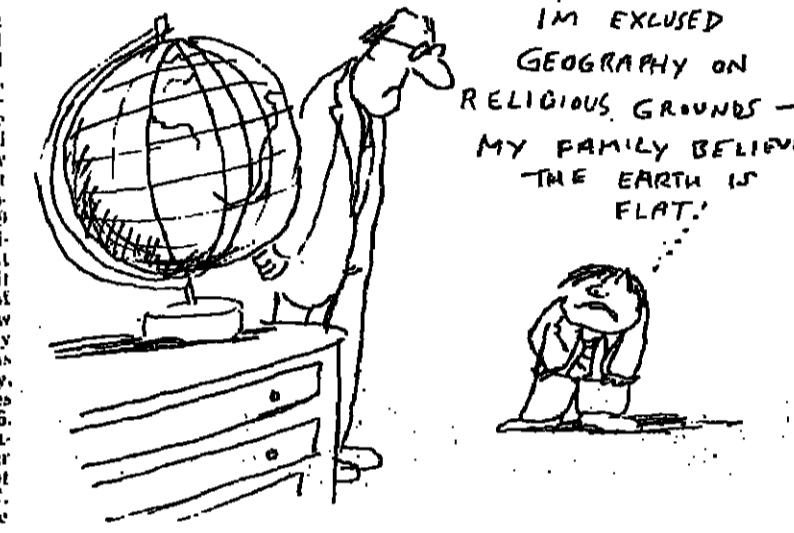
Figures for the last two years would tend to suggest, however, that although the "new geography" has been adopted by about half of the schools, regional geography is still preferred by the other half. A balance seems to have been struck between human and regional geography and, as the syllabus of the latter paper has itself recently been refashioned to focus more on socio-economic and especially on regional planning problems, it might be that regional geography in its new guise will retain, and even possibly increase, its hold in the schools.

Within the University of Cambridge, the last 10 years have seen some considerable changes in relation to the geographical tripos. Since 1966, the number of candidates has increased by more than 50 per cent, reflecting both the growing pressure from more and better qualified applicants for admission to Cambridge and the willingness of some colleges to respond to this pressure by appointing more teaching fellows in the tripos. For example, Emmanuel College now has two fellows in geography and Christ's has one—neither had any before 1970.

The undoubted role of Cambridge as an innovation centre from which the "new geography" diffused has itself been acknowledged in the schools and, in turn, reflected in the changing pattern of Advanced level subject passes obtained by geography freshmen. Whereas 10 years ago 25 per cent had an A level modern language and 15 per cent an A level mathematical or statistical qualification, the proportions have changed so that today they are 9 per cent and 58 per cent respectively.

Fluency in a modern language has been replaced by numerous other qualifications for particular aspects of geography between 1967 and 1976 are pertinent here. During this period, a candidate for Part II of the tripos, was required to read at least three papers in economic, or in historical or in physical geography. Throughout the decade, the relative popularity of physical geography has remained basically steady, attracting about 15 per cent of the candidates; economic geography climbed to a peak in 1969 when almost 75 per cent of candidates specialised in this field, but thereafter declined until, by 1976, it was attracting only 45 per cent of the candidates; and from a low point in 1969, historical geography has grown to become almost as popular as economic geography, with about 40 per cent of candidates choosing this field in 1975 and 1976.

No doubt these preference patterns partially reflect particular circumstances in Cambridge (not least, the return of Professor R. C. Darby in 1966) but their magnitude



**Is physical geography on the rocks?**

By Chris Stevens

There can be few geographers who have not been exposed to a profusion of hexagons, CBDs, zoning diagrams, Von Thunen rings of confidence, etc, especially if they have participated in, read of or even feuded off recent curriculum developments in our subject.

These terms are an integral part of the new geography and abound in projects such as Geography for the Young School Leaver, Oxford Geography Project and the Bristol 14-18 O Level Project and umpteen other texts. Where, though, is the physical geography?

Concentrating on the "projects" only the Bristol 14-18 O level would find W. M. Davis giving a lukewarm nod of assent. Here, in the suggested core syllabus, one can find comforting titles of weather and climate, coursing landforms and conservation of natural resources.

However, inclusion in a core syllabus does not guarantee either good teaching or good/satisfactory results as the examiner-in-charge of the 1976 examination comments: "Physical questions... continue to be unpopular and very badly answered. Candidates appear to have a very limited understanding of geomorphological processes and their knowledge of climate and especially local weather conditions is almost non-existent...."

There are a variety of reasons for this situation within the 14-18 framework. For a detailed account see Profile No 27 June 1977—St Paul's and St Mary's Colleges Geographical Society, Cheltenham, and it is sufficient here to acknowledge the physical geography situation on the project scene. If one adds to this the growth of "humanities" in middle schools then are we not in danger of commencing geography lessons: "Assuming a sudden reduction in sea level and the exposure of a flat concrete surface.... Perhaps it is no coincidence that

the theme of the next Geographical Association conference is the Role of Physical Geography. Indeed there is an urgent need to consider the continuum of geography education, but let us simply here and concentrate on the continuum of geomorphology. It is problematical where the continuum terminates, but for arguments sake the end of the first degree has been adopted with a starting point somewhere in the middle school. We have touched upon the situation up to the 16-year age, assuming the "new geography" which leaves the 16-19 range and higher education.

For the 16-19 range School Council Geography Project was initiated by Michael Nash and work started in September, 1976 with a considerable effort, perhaps the biggest single effort our subject has seen, involving the project team teachers, lecturers, local authorities, etc, in discovering the essence of our subject. The author was concerned in the early days of the 16-19 project that geomorphology, even with 14-18 headings, could be further weakened, if not eroded in further curriculum development, and it was decided to run an extensive questionnaire to British universities concerning their views on A level geomorphology.

The following results and comments represent an 80 per cent sample of all geography departments in British universities, the exceptionally high return perhaps indicative of their concern at the current situation.

Three questions are relevant here (the results of the full questionnaire can be obtained from the author, Midhurst Grammar School, West Sussex). Question one asked "How much reliance is placed upon A level geomorphology training by your lecturers?" This produced six "highs", 11 "mediums", three "medium to lows", and eight "lows". The comment from Lough

borough is pertinent here. "I assume that students have some background knowledge of the traditional areas of geomorphology (e.g. glaciation, coasts, etc) and try not to repeat actual A level work—rather to build upon... accepted geomorphological topics..."

Question five asked: "What proportion/percentage of students in the geography department are in fact geomorphology courses?" It appeared that all students in their first year underwent some form of geomorphology training. From 100 per cent in the first year this figure was reduced to an average of 24 per cent in the third or final year with special options.

This reflects a subject within geography of no mean importance, and it is certainly growing in popularity as D. E. Sugden suggests. After a few years in the doldrums in the late 1960s and early 1970s, there is a new interest in geomorphology and student numbers in geomorphology options are increasing.

With the expansion of geomorphology at the universities in favour of a physical rift in need? Question nine asked: "If there was an opportunity to fundamentally change A level geography would you favour a division into an earth sciences subject and a human geography subject?" This question obviously touched upon a basic promise with 21 firm "Yes" and eight "Yes's" coupled with many reservations.

The comments from Exeter express a consensus: "Categorically No. It is my view that geography is an indivisible, especially when approached in environmental terms. It is essential still for human geographers (e.g. with planning, agricultural, settlement, balanced appreciation of the physical environment with which man lives and works."

This at the top end of the continuum there is a certain expectancy by the lecturing staff. It is a popular subject, and first views have been expressed concerning the nature of A level work—rather to build upon... accepted geomorphological topics..."

It provides for... an understanding of man-environment relationships in a spatial context, but that within this all forms of explanation and analysis should be introduced as appropriate."

Hearing in mind the flexibility of such a framework to keep apparent university desire to keep the subject together, the door is wide open for the development of a more relevant physical geography which would initially concentrate on basic processes, relationships, etc, but would then lead on to applied aspects of the subject implied in the man-environment umbrella. This will surely avoid a significant division of geography.

Is physical geography on the rocks? A one-day conference organized by the geography staff of the University of Hull for members in March of this year, on morphology since W. M. Davis attracted 625 from 55 schools. The attracted 625 from 55 schools. The staff, having no market speeches, are under no illusions. "D. Sugden's Report on the teaching of geomorphology in Universities of the Geography Department in the United Kingdom, 1974/5 is a phenomena No 8 March 1975. British Geomorphological Research Group Non-Publication."

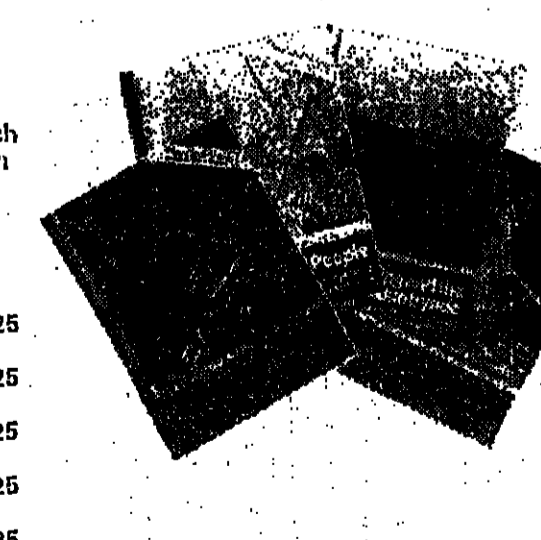
Chris Stevens is geography teacher at Midhurst Grammar School and author of the Bristol 14-18 O level materials on Industrial Geography.

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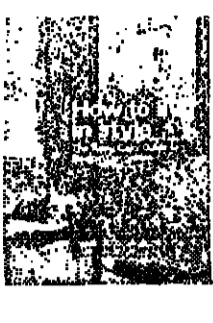
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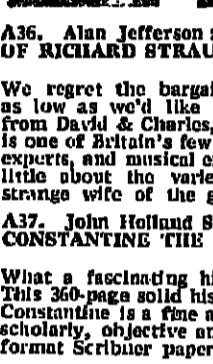
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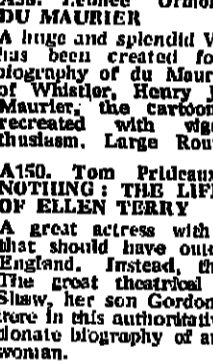
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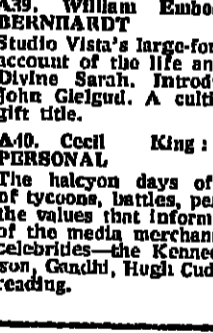
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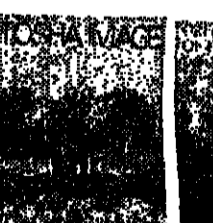


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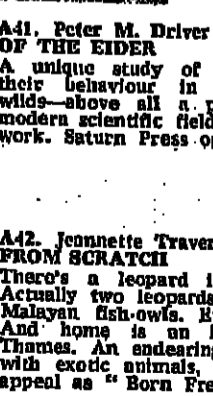
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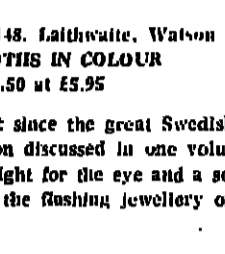
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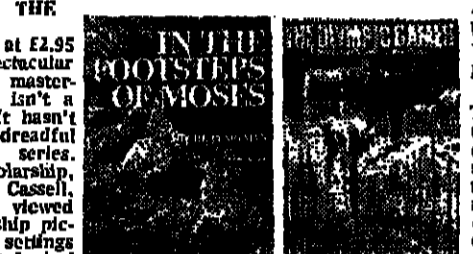


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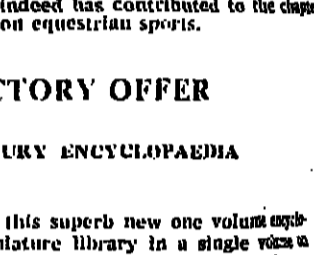
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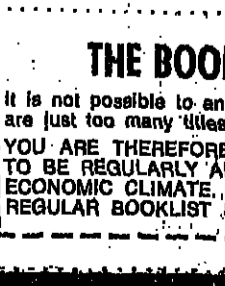
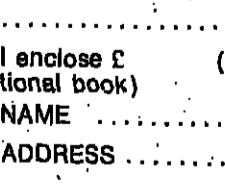
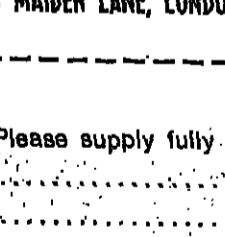
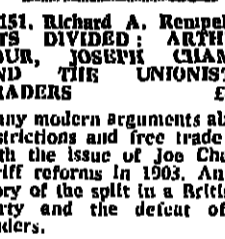
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Cave passage in the Yorkshire Dales. Photo: A. C. Waltham

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Stalagmites and stalactites in the Yorkshire Dales. Photo: A. C. Waltham

Stalagmites can be separated from individual stalagmites, and from the analyses the age can be calculated. The stalagmite ages then prescribe minimum ages for the caves that they are in - so making caves one of the few chronological components of the landscape which can be given an absolute chronology...

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Collins Longman Atlases De A. C. Waltham is a senior lecturer in geology at Trent Polytechnic, Nottingham... Cartographic Dept. Wm. Collins, Sons & Co. Ltd., P.O. Box Glasgow G4 0NB.





















Education Department
Required for 1st January 1978
Applications are invited from qualified teachers for the following vacancies:
KING HENRY VIII COMPREHENSIVE SCHOOL, Aberystwyth
MATHS TEACHER to share the work with well established colleagues in large department.

Bolton Metropolitan Borough
Required 1st January 1978.
TEACHER OF MATHEMATICS, Scale 1.
To teach Maths to C.S.E. level and assist with boys' games.
Brighton High School, Newby Road, Bolton.

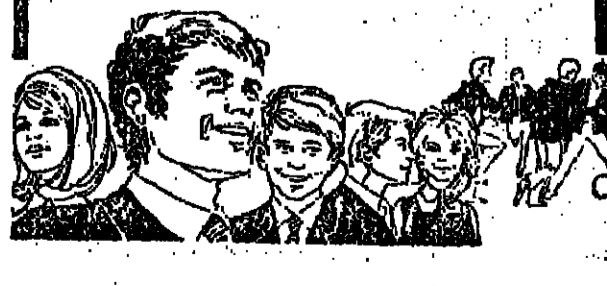
Required 1st January 1978, until Easter.
TEACHER OF REMEDIAL WORK, Scale 1.
(Mainly English and Maths). This is a temporary appointment for one term only in the first instance.
Hayward Grammar School, Lever Edge Lane, Bolton. (Co-educational 870 pupils.)

Required as soon as possible.
HEAD OF SCIENCE DEPARTMENT, Scale 4.
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.
Turton High School, Chapelton Road, Bromley Cross, Bolton. (11-18 Comprehensive; 1,800 pupils (incl. 6th form of approx. 150).)

Required for 1st January 1978, or as soon as possible after that date. Temporary appointment to 31st August, 1978.
HEAD OF ENGLISH, Scale 3.
To be responsible for the running of the English Department and to teach the subject up to C.S.E. level.
Brownlow Fold High School, Mort Street, Bolton.

Required for commencement of Summer Term, 1978.
TEACHER OF PHYSICAL EDUCATION, Scale 2.
Job description available with application form.
Rivington and Blackrod High School, Rivington Lane, Horwich, Bolton. (Co-educational 1,250 pupils, 11-18 comprehensive.)

Application forms obtainable from the Director of Education, P.O. Box 50, Paderborn House, Civic Centre, Bolton. BL1 1JW, should be returned to the appropriate Head Teacher by 23rd November, 1977.



SECONDARY
Technical Studies (continued)
HAYWARD GRAMMAR SCHOOL, Bolton
Head of Department of Technical Studies
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

HERTFORDSHIRE
LAST YEAR'S POSITION
SOUTH HANTS SCHOOL
HEAD OF DEPARTMENT OF TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

HILLINGDON
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

HUMBERSIDE
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

KENT
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

LONDON
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

NORTH YORKSHIRE
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Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

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REDBRIDGE
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

Scale 1 Posts
CROYDON
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

NEWHAM
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

ESSEX
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

SUFFOLK
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

Other than by Subject Classification
Heads of Department
GLoucestershire
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

Other Posts on Scale 2 and above
BRIGHTON
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

BUCKINGHAMSHIRE
TECHNICAL STUDIES
Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

SHREWSBURY
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Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

WARWICKSHIRE
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Appointments in Scotland
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Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

Other Posts on Scale 2 and above
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Applications are invited from suitably qualified and experienced teachers for this Senior post. Full details of the school and job description available with application form.

County of Cleveland
PERIPATETIC SERVICE FOR HEARING-IMPAIRED CHILDREN
SCALE 2 POST
Required for January, 1978, or as soon as possible; a suitably qualified and experienced teacher for part-time teaching appointment within this service. Candidates should possess a qualification in the Education of the Deaf.

SURREY COUNTY COUNCIL
FRINGE AREA LONDON ALLOWANCE £130 p.a. THROUGHOUT THE COUNTY.
GENEROUS relocation expenses in approved cases.
APPLICANTS to County and Voluntary Controlled Schools (except Reserved Teachers), effective from 1 September, 1977, or later, should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with Assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

ADVERTISERS

**SPECIAL EDUCATION**  
Scale 1 Posts  
continued

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LORD ABERNETHY  
Applications for the post of Special Education Officer (Scale 1) should be sent to the Director of Education, Sheffield City Council, 100, Victoria Street, Sheffield, S1 2JF. Closing date: 15th December 1977.

**SURREY**  
Applications for the post of Special Education Officer (Scale 1) should be sent to the Director of Education, Surrey County Council, 100, Victoria Street, Guildford, Surrey, GU1 1JF. Closing date: 15th December 1977.

**WEST SUSSEX**  
Applications for the post of Special Education Officer (Scale 1) should be sent to the Director of Education, West Sussex County Council, 100, Victoria Street, Brighton, BN1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Special Education Officer (Scale 1) should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Independent Schools**

**Headships**

**CHILTERNHAM**  
Applications for the post of Head of the Cheltenham Ladies' College should be sent to the Director of Education, Cheltenham Ladies' College, 100, Victoria Street, Cheltenham, Gloucestershire, GL50 1JF. Closing date: 15th December 1977.

**WEST SUSSEX**  
Applications for the post of Head of the West Sussex County School should be sent to the Director of Education, West Sussex County Council, 100, Victoria Street, Brighton, BN1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Head of the Wiltshire County School should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Other Assistants**

**English**

**Heads of Department**

**SURREY**  
Applications for the post of English Head of Department should be sent to the Director of Education, Surrey County Council, 100, Victoria Street, Guildford, Surrey, GU1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of English Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Physical Education**

**Heads of Department**

**GUERNSEY**  
Applications for the post of Physical Education Head of Department should be sent to the Director of Education, Guernsey Education Authority, 100, Victoria Street, Guernsey, GU1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Physical Education Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Other than by Subject Classification**

**WILTSHIRE**  
Applications for the post of Other than by Subject Classification should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Other than by Subject Classification should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Colleges of Further Education**

**Directors and Principals**

**CITY OF SALFORD**  
Applications for the post of Director of Education should be sent to the Director of Education, City of Salford Education Department, 100, Victoria Street, Salford, Lancashire, M6 6JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Director of Education should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**THE MANCHESTER GRAMMAR SCHOOL**

**HIGH MASTER**

The Governors of The Manchester Grammar School invite applications for the appointment of High Master of the School which becomes vacant on September 1, 1978, when the present High Master retires.

Intending candidates should apply for full details to the Receiver, The Manchester Grammar School, Manchester M13 0XT. Completed applications will be required to reach the School by December 8, 1977.

**Deputy Headships**

**Senior Masters/Mistresses**

**Remedial Posts**

**LONDON, N.W.11**  
Applications for the post of Deputy Head of the Remedial Post should be sent to the Director of Education, London Borough of Islington, 100, Victoria Street, Islington, London, N.11. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Deputy Head of the Remedial Post should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Mathematics**

**Heads of Department**

**CAMBRIDGE**  
Applications for the post of Mathematics Head of Department should be sent to the Director of Education, Cambridge Education Authority, 100, Victoria Street, Cambridge, CB1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Mathematics Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Music**

**Heads of Department**

**LONDON, N.5**  
Applications for the post of Music Head of Department should be sent to the Director of Education, London Borough of Islington, 100, Victoria Street, Islington, London, N.5. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Music Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Other Assistants**

**WILTSHIRE**  
Applications for the post of Other Assistants should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Other Assistants should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**ST. MARY'S HALL STONYHURST**

The Governors of Stonyhurst College invite applications for the

**HEADSHIP**

of St. Mary's Hall, their northern preparatory school.

The appointment will take effect from September, 1978, following the retirement of the present headmaster, Mr R. L. Carter. St. Mary's Hall is an I.A.P.S. school for Catholic Boys intending to go to Stonyhurst. It has 175 boarders.

Applicants must be practising Roman Catholics. They should write to the Clerk to the Governors, Stonyhurst College, via Blackburn, Lancashire, by 25th November, 1977, enclosing a curriculum vitae and the names of three referees.

**THE CHELTENHAM LADIES' COLLEGE**

**Appointment of PRINCIPAL**

The Council invite applications for the post of Principal of the College as from 1st September, 1979.

Full particulars and forms of Application may be obtained from The Secretary to the Council, Cheltenham Ladies' College, Cheltenham. Completed applications must be returned to The Secretary by 1st January, 1978.

**By Subject Classification**

**Art and Design**

**Heads of Department**

**LONDON, N.W.11**  
Applications for the post of Art and Design Head of Department should be sent to the Director of Education, London Borough of Islington, 100, Victoria Street, Islington, London, N.11. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Art and Design Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Other Assistants**

**LONDON**  
Applications for the post of Other Assistants should be sent to the Director of Education, London Borough of Islington, 100, Victoria Street, Islington, London, N.11. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Other Assistants should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Religious Education**

**Heads of Department**

**BRADFORD**  
Applications for the post of Religious Education Head of Department should be sent to the Director of Education, Bradford Education Authority, 100, Victoria Street, Bradford, West Yorkshire, WF1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Religious Education Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Other than by Subject Classification**

**WILTSHIRE**  
Applications for the post of Other than by Subject Classification should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Other than by Subject Classification should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**SURREY COUNTY COUNCIL**

**EDUCATION COMMITTEE**

**Redhill Technical College**

**Appointment of VICE-PRINCIPAL**

Applications are invited for the above post, appointment to be made as soon as possible, salary range £7,320-£7,815 per annum plus the 1978 and 1977 supplement of £312 and £180 per annum.

Further details and application forms to be returned by 25 November, 1977, available on receipt of a stamped addressed for return envelope, from the County Education Officer, County Hall, Kingston upon Thames KT1 0JF (ref. FE/ACF).

This is a re-advertisement. Candidates from the original advertisement will be re-considered.

**CITY OF LONDON**

**FREEMAN'S SCHOOL**

Ashted Park, Surrey

A vacancy will arise in January in the Modern Languages Department for a graduate to teach GERMAN to advanced level, preferably with some FRENCH.

Salary will be in Burnham Scale 1-2, according to experience, with £144 school allowance. Accommodation possible for single woman prepared to undertake some Housemistress duties.

Applications with curriculum vitae and two recent testimonials, or names and addresses of referees to Headmaster.

**Other Assistants**

**SURREY**  
Applications for the post of Other Assistants should be sent to the Director of Education, Surrey County Council, 100, Victoria Street, Guildford, Surrey, GU1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Other Assistants should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**Modern Languages**

**CIANU**  
Applications for the post of Modern Languages Head of Department should be sent to the Director of Education, Cianu Education Authority, 100, Victoria Street, Cianu, CIANU 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Modern Languages Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**THE OLD VICARAGE SCHOOL**

**Richmond, Surrey**

invites applications for the post of

**HEAD**

as from April, 1978

The Old Vicarage School is an independent preparatory school of a high academic standard with 160 day girls from the age of 5 to 12 plus.

Applications should be sent to the Chairman of the Governors, The Old Vicarage School, 48 Richmond Hill, Richmond, Surrey, from whom further information can be obtained.

**Science**

**Heads of Department**

**BRISTOL**  
Applications for the post of Science Head of Department should be sent to the Director of Education, Bristol Education Authority, 100, Victoria Street, Bristol, Avon, BS1 1JF. Closing date: 15th December 1977.

**WILTSHIRE**  
Applications for the post of Science Head of Department should be sent to the Director of Education, Wiltshire County Council, 100, Victoria Street, Salisbury, Wiltshire, SP1 1JF. Closing date: 15th December 1977.

**LONDON BOROUGH OF ENFIELD**

**EDUCATION COMMITTEE**

**EDMONTON COLLEGE**

**OF FURTHER EDUCATION**

**VICE-PRINCIPAL**

(Group 4—Salary £8,118 (inclusive of allowances)) required for 1 May 1978.

Application forms and further particulars (enclose S.A.E.) are obtainable from the Principal, Edmonton College of Further Education, Montagu Road, Edmonton N18 2LY, and should be returned by 25th November, 1977.



**The Scottish Arts Council/Canada Council**  
**Scottish Canadian Writers Fellowship**

Applications are invited from Scottish writers or writers resident in Scotland for a new Writers Fellowship which has been established jointly by the Scottish Arts Council and the Canada Council.

It is expected that the appointment will be from 1st October, 1978, and will terminate on 30th June, 1979. The Fellowship will be held at Glendon College, the University of Toronto, Ontario, Canada. The duty of the Fellow will be to make him/herself available at certain regular times each week for readings, workshop seminars and creative writing classes. Although the post is based in Toronto there will be opportunities to travel to other parts of Canada.

The stipend for the post will be Canadian \$16,000. Transatlantic air fares for the Fellow and immediate dependants will be paid by the Scottish Arts Council.

Applications giving details of experience and list of published work should be sent not later than 30th November, 1977, to the Literature Director, Scottish Arts Council, 19 Charlotte Square, Edinburgh, EH2 4DE, with the names of three persons to whom reference may be made.

**West London Institute of Higher Education**

Gordon House, 300 St. Margarets Road, Twickenham TW1 1PT, Middlesex

**DEPARTMENT OF BUSINESS STUDIES**

**LECTURER GRADE II/ SENIOR LECTURER**

**IN ACCOUNTANCY AND/OR SYSTEMS ANALYSIS**

Previous teaching experience not essential. Research/consultancy encouraged. Public Sector experience desirable.

Salary: Senior Lecturer, £5,081 to £8,417 (bar at £5,861); Lecturer, £3,279 to £5,831; plus £237 London Allowance, plus £312 plus Supplementary Payments (£163 to £180). Point of entry depends on qualifications and experience.

Application forms and further details from: Vice-Principal, WLIHE, Gordon House, 300 St. Margarets Road, Twickenham TW1 1PT, Middlesex. Telephone 01-891 0121

to whom completed application forms should be returned within 14 days of the date of this publication.

**COUNTY OF SOUTH GLAMORGAN**

**SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION**

**FACULTY OF TECHNOLOGY**

**HEAD OF DEPARTMENT**

Grade IV Mechanical and Production Engineering Salary £5,756-£7,632 p.a. plus £132 plus £180 p.a.

Applications are invited for the above post, which has become vacant on the appointment of his former occupant to a Vice-Principal post. Duties to commence as soon as successful applicant is available.

The Head of this Department offers a challenge to an academically well-qualified and experienced applicant having drive and enthusiasm to continue the developments already commenced.

Candidates should have a good honours degree or equivalent qualification and have appropriate teaching and industrial experience.

Further particulars and application forms available from the Deputy Principal, South Glamorgan Institute of Higher Education, Western Avenue, Cardiff, CF1 1TA, to whom they should be returned within 14 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

**CITY OF SHEFFIELD**

Family & Community Services Department  
The Moor, Limb Lane, Dore, Sheffield S17 1JF

**TEACHER**

Duration Scale 1 plus 204 S.S.A. plus Phase 1 and 2 to a max of £820.

This is an assignment unit for adolescent girls age range 12-17 years on admission from the South Yorkshire Region. A money course for a teacher of Home Economics, preferably with previous teaching experience with adolescents, or Miss Aheran (Dore) telephone 06121, Friday, 4th November at 10.15 am. Applications should be sent to the Deputy Principal, Family & Community Services Department, The Moor, Limb Lane, Dore, Sheffield S17 1JF. Further information can be obtained from Miss Power (Principal) only please.

Neoridge Community Home, Blackbrook Road, Lodge Moor, Sheffield S10

**TEACHER**

Duration Scale 1 plus 204 S.S.A. plus Phase 1 and 2 to a max of £820.

This is a community home for 60 adolescent girls age 12-17 years on admission from the South Yorkshire Region. A money course for a teacher of Physical Education, to develop not only the Department but to formulate with colleagues a new programme for disturbed adolescent girls. Some experience in Physical Education is required in the difficult but challenging job. Informal enquiries telephone Mr. D. Cash, Deputy Principal, telephone 202585.

Application forms from the Recruitment Officer, Family & Community Services Department, The Moor, Limb Lane, Dore, Sheffield S17 1JF, telephone 724183. Closing date 26th November, 1977.

**COLLEGES OF FURTHER EDUCATION continued**

**STAFFORDSHIRE COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Staffordshire College of Further Education, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**SUFFOLK COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Suffolk College of Further Education, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**LEICESTERSHIRE COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Leicestershire College of Further Education, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**WIRRAL COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Wirral College of Further Education, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**COLLEGES AND DEPARTMENTS OF ART**

**HAMPSHIRE COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Hampshire College of Further Education, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**WINDSOR COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Windsor College of Further Education, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**UNIVERSITIES**

**BIRMINGHAM THE UNIVERSITY**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Birmingham University, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**GLoucestershire THE UNIVERSITY**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Gloucestershire University, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.



"Play the game, Taylor! That's the only copy of the TES we've got."

Every Friday go into your local newsagent, smile, produce 18p and ask for a copy of The Times Educational Supplement.

This is how to avoid argument, injury and be the first to read the TES.

**THE TIMES Educational Supplement**

**UNIVERSITIES Appointments continued**

**PAPUA NEW GUINEA THE UNIVERSITY**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Papua New Guinea University, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**UNIVERSITY OF OXFORD**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, University of Oxford, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**Fellowships and Research Awards**

**CAMBRIDGE**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, Cambridge University, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**LONDON**  
Applications are invited for the post of Lecturer in Education (Post 77/78) to be recruited to teach social studies, history and geography. Experience will be required in the above subjects and in the teaching of these subjects. Applications should be sent to the Director of Education, London University, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6LQ. Closing date 15th November 1977.

**Area Careers Officer**  
**£5,380-£5,950, Reigate**

To be responsible to the County Careers Officer for the management of the Service in the South East Area which includes Redhill, Epsom, Dorking and Caterham, lead a team of 13 professional staff and 12 support staff in five offices and undertake a small caseload.

The person appointed will be Clerk to the Area Careers Service Committee and expected to make a considerable contribution to the overall development of the County Service.

Candidates should be experienced and have a degree, diploma in careers guidance, or equivalent.

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ilea INNER LONDON EDUCATION AUTHORITY Media Resources Officers

REQUIRED FOR APRIL, 1978, to work in ILEA schools, colleges, etc. Duties include the organization of media facilities, equipment and materials; the control of learning resources; providing out-of-service training to teaching staff on the preparation and use of audio visual resources.

Administration Local Education Authority

AVON COUNTY EDUCATION DEPARTMENT CAREERS SERVICE: CAREERS OFFICERS (Six Posts) Salary scale: APS 4 £2,922 to £7,702 plus £115 per annum.

BROMLEY Metropolitan Borough of WIRRAL FURTHER EDUCATION APPOINTMENTS

CAREERS OFFICER £2922-£3,702+£312 +pay supplement 1977 Applications preferably from qualified or experienced persons for the post of Careers Officer in the Birkenhead Area Office.

WIRRAL FURTHER EDUCATION APPOINTMENTS

CAREERS OFFICER £2922-£3,702+£312 +pay supplement 1977 Applications preferably from qualified or experienced persons for the post of Careers Officer in the Birkenhead Area Office.

LOTHIAN REGIONAL COUNCIL ASSISTANT DIVISIONAL EDUCATION OFFICER

Applications are invited for the post of Assistant Divisional Education Officer in the Education Department.

FIFE REGIONAL COUNCIL EDUCATION COMMITTEE CAREERS SERVICE

Applications are invited for the post of Assistant Director of Careers in the Fife Region.

HANTS REGIONAL COUNCIL ASSISTANT DIVISIONAL EDUCATION OFFICER

Applications are invited for the post of Assistant Divisional Education Officer in the Education Department.

REDBRIDGE EDUCATION COMMITTEE ASSISTANT DIVISIONAL EDUCATION OFFICER

Applications are invited for the post of Assistant Divisional Education Officer in the Education Department.

WALSLEY EDUCATION COMMITTEE ASSISTANT DIVISIONAL EDUCATION OFFICER

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METROPOLITAN BOROUGH OF BURY Education Department Specialist Careers Officer for the Unemployed Salary £3,366-£3,702 plus supplements.

DIocese of Southwark LAY TRAINING OFFICERS Applications are invited for the vacant posts of two Lay Training Officers to work in conjunction with other members of the Team.

Lancashire County Council Careers Service Appointment of District Careers Officer District of West Lancashire Salary Scale APS £3,825 to £4,095 plus Annual Salary Supplements.

Social Services Department KNEESWORTH HOUSE SCHOOL Royston, Herts Housemistress or Housemaster Salary: Senior Grade £3,064-£3,773/£4,477 (if qualified), including supplements.

THE OPEN UNIVERSITY ADMINISTRATIVE ASSISTANTS LONDON REGION Applications are invited for the post of Administrative Assistant in the London Region.

EDITORIAL ASSISTANT French Department—MGP MARY GLASGOW PUBLICATIONS wish to appoint an editorial assistant to help in the day-to-day running of their busy French Department.

METROPOLITAN BOROUGH OF ROTHERHAM DEPARTMENT OF EDUCATION ED. 72 PRINCIPAL EDUCATION WELFARE OFFICER Salary Scale: £01, £4,280 to £4,645 plus £220.56 p.a. supplement.

ATHROFA GOGLEDD - DD CYMRU THE NORTH WALES INSTITUTE of Higher Education ASTON COLLEGE, WREXHAM ACADEMIC COUNSELLOR (Residential) Applications are invited for the post of Academic Counsellor at Aston College, Wrexham.

CAREERS OFFICER Salary: Within the range £3,580-£4,279 per annum, inclusive Careers Officer required to work as a member of a team responsible for the full range of careers work in Schools/College of Technology.

CAMBRIDGESHIRE COUNTY COUNCIL Educational Psychologist Applications are invited for the post of Educational Psychologist in the Education Department.

WALSLEY EDUCATION COMMITTEE ASSISTANT DIVISIONAL EDUCATION OFFICER Applications are invited for the post of Assistant Divisional Education Officer in the Education Department.

EDUCATIONAL PUBLISHING for Africa Longman Group Africa and Caribbean Division require a Science and Mathematics Editor at their head office in Harlow to deal mainly with secondary level texts.

METROPOLITAN BOROUGH OF ROTHERHAM DEPARTMENT OF EDUCATION ED. 34 EDUCATION ADVISER (PRIMARY) Salary Scale: Southbury/Burnham 5, £8,430 to £7,110 plus supplements of £312 and £160 p.a.

EAST ANGLIAN EXAMINATIONS BOARD Appointment of SECRETARY Applications are invited for the post of Secretary to the Board, which fills vacant on the retirement of the present Secretary, Mr. Alan Johnson, M.Sc.

CROYDON CAREERS OFFICER Salary £3,894 p.a.-£4,507 p.a. inclusive, plus car allowance. Applications are invited from qualified and experienced careers officers and those who are about to complete a full-time course of training for careers service.

Metropolitan Borough of Rochdale Educational Psychologist Applications are invited for the post of Educational Psychologist in the Education Department.

WALSLEY EDUCATION COMMITTEE ASSISTANT DIVISIONAL EDUCATION OFFICER Applications are invited for the post of Assistant Divisional Education Officer in the Education Department.

SCHOTT music publishers Schott & Co. are one of the leading publishers of music and suppliers of musical instruments in the country.

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